

**Race to the Top - Early Learning Challenge**  
**Application for Initial Funding**  
CFDA Number: 84.412A

**Submitted by the State of Colorado**  
October 26, 2012

# STATE OF COLORADO

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**OFFICE OF THE LIEUTENANT GOVERNOR**

130 State Capitol  
Denver, Colorado 80203-1792  
Phone: (303) 866-2087

October 18, 2012



Arne Duncan, Secretary of Education  
U.S. Department of Education  
400 Maryland Ave.  
Washington, D.C. 20202

Dear Secretary Duncan:

We strongly support Colorado's Race to the Top Early Learning Challenge Round 2 application ("RTT-ELC").

The State of Colorado remains committed to the goals of access for Children with High Needs to high-quality early learning settings, development of talented early childhood professionals, implementation of meaningful standards and infrastructure, and communication with families and stakeholders. The RTT-ELC grant would enhance existing efforts in these areas, and support the P-20 education continuum to invest in Colorado's future.

Efficient, effective, and elegant government often means consolidated and aligned supports and services. This past summer, the Hickenlooper - Garcia administration announced the establishment of the Office of Early Childhood within the Department of Human Service. By bringing together a diverse body of state staff and programs, Colorado supported a vision of collaborative and impactful service delivery to better meet the needs of children and families.

Colorado also recognizes the importance of local partners and innovations found within our communities. As a state with strong local early childhood councils, we strike an importance balance between diverse regional needs and high standards of quality across the board. The RTT-ELC Round 2 application reflects this balance and the importance of this partnership.

Thank you for the opportunity to bolster our state's efforts on behalf of young children.

Sincerely,

A handwritten signature in cursive script, reading "Garcia".

Joseph A. Garcia  
Lieutenant Governor

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**SECTION I: APPLICATION COVER SHEET, ASSURANCES, AND REQUIREMENTS**  
**APPLICATION COVER SHEET (CFDA No. 84.412A)**

Legal Name of Applicant (Office of the Governor):  <b>EXECUTIVE OFFICE OF THE STATE OF COLORADO</b>	Applicant's Mailing Address:  <b>136 STATE CAPITOL BUILDING DENVER, CO 80203-1792</b>
Employer Identification Number:  <b>84-0644739 C9</b>	Organizational DUNS:  <b>878147602</b>
Lead Agency: <b>Colorado Department of Human Services</b>  Contact Name: <b>Mary Anne Snyder</b>  Director of the Office of Early Childhood Colorado Department of Human Services 1575 Sherman Street Denver, CO 80203  <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: <b>(303) 866-3475</b>  Lead Agency Contact Email Address:  <a href="mailto:MaryAnne.Snyder@state.co.us">MaryAnne.Snyder@state.co.us</a>
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name):  <b>Governor John Hickenlooper</b>	Telephone:  <b>(303) 866-2471</b>
Signature of Governor or Authorized Representative of the Governor:  <b>/S/John Hickenlooper</b>	Date:  <b>October 17, 2012</b>

Lead Agency Authorized Representative (Printed Name): <b>Executive Director Reggie Bicha</b>	Agency Name: <b>Colorado Department of Human Services</b>
Signature of Lead Agency Authorized Representative: <b>/S/Reggie Bicha</b>	Date: <b>October 10, 2012</b>
Participating State Agency Authorized Representative (Printed Name): <b>Commissioner Robert Hammond</b>	Agency Name: <b>Colorado Department of Education</b>
Signature of Participating State Agency Authorized Representative: <b>/S/Robert Hammond</b>	Date: <b>October 17, 2012</b>
Participating State Agency Authorized Representative (Printed Name): <b>Executive Director Joseph Garcia</b>	Agency Name: <b>Colorado Department of Higher Education</b>
Signature of Participating State Agency Authorized Representative: <b>/S/Joseph Garcia</b>	Date: <b>October 16, 2012</b>
Participating State Agency Authorized Representative (Printed Name): <b>Executive Director Dr. Christopher E. Urbina</b>	Agency Name: <b>Colorado Department of Public Health and Environment</b>
Signature of Participating State Agency Authorized Representative: <b>/S/Dr. Christopher E. Urbina</b>	Date: <b>October 16, 2012</b>
Participating State Agency Authorized Representative (Printed Name): <b>Secretary of Technology and State Chief Information Officer Kristin Russell</b>	Agency Name: <b>Governor's Office of Information Technology</b>

Signature of Participating State Agency Authorized Representative: <b>/S/Kristin Russell</b>	Date: <b>October 12, 2012</b>
Participating State Agency Authorized Representative (Printed Name): <b>Deputy for Strategic Outcomes Lisa Carpenter</b>	Agency Name: <b>Office of the Governor</b>
Signature of Participating State Agency Authorized Representative: <b>/S/Lisa Carpenter</b>	Date: <b>October 15, 2012</b>

**APPLICATION ASSURANCES  
(CFDA No. 84.412A)**

- a) While the State may make appropriate adjustments to the scope, budget, timelines, and performance targets, consistent with the reduced amount of funding that is available under Phase 2 RTT-ELC, the State will maintain consistency with the absolute priority and meet all program and eligibility requirements of the FY 2011 RTT-ELC competition.
- b) The State must update tables 1-5 from section (A)(1) of its FY 2011 application. In addition, if the State has made any significant changes to the commitments, financial investments, numbers of children served, legislation, policies, practices, or other key areas of the program described in section (A)(1) of its FY 2011 application, it must submit an explanation of those changes, including updates to tables 6-13 from section (A)(1) as needed. The tables for this assurance are provided in Part 4 of the application.  
  
The State will maintain, in a manner consistent with its updates to tables 1-13, its commitment to and investment in high-quality, accessible early learning and development programs and services for Children with High Needs, as described in section (A)(1) of its FY 2011 RTT-ELC application.
- c) Subject to adjustments made because of the reduced amount of funding available under the Phase 2 RTT-ELC award process, the State will maintain its plan to establish strong participation and commitment by Participating State Agencies and other early learning and development stakeholders as described in section (A)(3) of its FY 2011 RTT-ELC application.
- d) The State will maintain its commitment to integrating and aligning resources and policies across Participating State Agencies as described in section (A)(3) of its FY 2011 RTT-ELC application.
- e) The State will comply with all of the accountability, transparency, and reporting requirements that applied to the FY 2011 RTT-ELC competition. (See the notice inviting applications for the FY 2011 RTT-ELC competition, published in the Federal Register on August 26, 2011 (76 FR 53564).)



- f) The State will comply with the requirements of any evaluation of the RTT-ELC program, or of specific activities it proposes to pursue as part of the program, conducted and supported by the Departments.

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL**

Governor or Authorized Representative of the Governor (Printed Name): <b>Governor John Hickenlooper</b>	Telephone: <b>(303) 866-2471</b>
Signature: <b>/S/John Hickenlooper</b>	Date: <b>October 17, 2012</b>

*The State must meet the following requirements to be eligible to compete for funding under this program:* The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency’s level of participation in the grant. (See Part 6 of this application.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*List of Participating State Agencies: The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of Child Care and Development Fund (CCDF), the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State’s Child Care Licensing Agency, and the State Education Agency. For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.*

<b>Participating State Agency Name (* for Lead Agency)</b>	<b>MOU Location in Application</b>	<b>Funds/Program(s) administered by the Participating State Agency</b>
Colorado Department of Human Services*	Part 6	<ul style="list-style-type: none"> <li>• CCDF</li> <li>• Part C of IDEA programs</li> <li>• State’s Child Care Licensing Agency</li> </ul>
Colorado Department of Education	Part 6	<ul style="list-style-type: none"> <li>• Section 619 of part B of IDEA</li> <li>• State-funded preschool</li> <li>• Title I of ESEA</li> <li>• State Education Agency</li> </ul>
Colorado Department of Public Health and Environment	Part 6	<ul style="list-style-type: none"> <li>• Maternal, Infant, and Early Childhood Home Visitation grant</li> <li>• Title V Maternal and Child Care Block Grant</li> <li>• Early Childhood Comprehensive Systems grant</li> </ul>
Colorado Department of Higher Education	Part 6	
Governor’s Office of Information Technology	Part 6	
The Office of the Governor	Part 6	<ul style="list-style-type: none"> <li>• Head Start State Collaboration Grant</li> <li>• State Advisory Council on Early Childhood Education and Care</li> </ul>

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

*The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.*

**X Yes**

☐ No

(c) The State must have submitted in FY 2010 an updated Maternal, Infant, and Early Childhood Home Visiting (MIECHV) State plan and FY 2011 Application for formula funding under the MIECHV program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

*The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.*

**X Yes**

☐ No

## Part 1: State Plan Overview

- A. Provide an executive summary of the State’s Phase 2 RTT-ELC plan. Please include an explanation of why the State believes the activities in its Phase 2 plan will have the greatest impact on advancing its overall statewide reform plan.

This fall, more than 65,000 Colorado children started their first day of kindergarten. Their parents and teachers shared the same excitement and expectations for these kindergarteners – a hope that the first day of school marks the start down a path toward academic success and prosperous, productive lives. This vision is the American Dream. The more we learn about what it takes to achieve that dream, the more we understand the importance of a strong foundation in the earliest years of life. All children, but especially Children with High Needs<sup>1</sup>, need a solid start with caring adults who provide learning and development opportunities in every setting – homes, child care centers, and schools.

Kindergarten readiness is a major milestone in a child’s path to success, but in Colorado it’s estimated that this year at least 16,000 children arrived in classrooms unprepared to keep pace with their peers. The Hickenlooper-Garcia Administration has made increasing kindergarten readiness one of its top priorities.<sup>2</sup> To accomplish this goal, Colorado’s most at-risk children must have access to the kinds of high quality early learning programs that will give them a solid start. Colorado’s public, private, and philanthropic sectors are investing in the people, programs, and places that will increase access to high quality early experiences.

A Phase 2 Race to the Top-Early Learning Challenge (RTT-ELC) will boost this effort by funding the following strategic priorities:

1. Smarter Management – Increase effective state and local coordination for early learning and development initiatives;

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<sup>1</sup> Per the Early Learning Challenge grant guidance, Children with High Needs are children who: live in low-income families; have disabilities or developmental delays; are English language learners; reside on “Indian lands”; live in migrant families; are homeless; live in foster care; or are recent immigrants.

<sup>2</sup> The Administration’s blueprint for literacy success, Colorado READS, emphasizes increases in kindergarten readiness through the expansion of access to effective early childhood programs. See Appendix A.

2. Better Quality – Launch an improved Tiered Quality Rating and Improvement System (TQRIS) for all licensed child care and early learning programs, and increase the number of programs at the highest levels of quality;
3. Stronger Workforce – Prepare effective early learning professionals by employing a state-of-the-art workforce competency ladder in all education and training opportunities; and,
4. Deeper Understanding of Children – Enable child-focused instruction and allow the state to better gauge children’s readiness through a universal kindergarten assessment and the expansion of the assessment of children before kindergarten.

Guided by the *Early Childhood Colorado Framework* – our vision, goals, and priorities for a unified system across early learning, family support and parent education, and physical and social-emotional health – Colorado has continued to make gains for young children and families. In the past year, the state has accomplished the following strategic priorities:

- Smarter Management – Colorado recently established the Office of Early Childhood, to be directed by Mary Anne Snyder, which includes major early childhood programs within the state’s Department of Human Services.<sup>3</sup> In addition, the Colorado Department of Education launched an Office of Early Learning and School Readiness and created a new position, Early Childhood Liaison, to enhance inter-departmental collaboration (see Appendix D). Finally, in September of this year the Departments of Human Services and Education and the Lt. Governor’s Office executed a Memorandum of Understanding that outlines a shared, seamless system of quality learning environments for the state’s young children (see Appendix E).
- Better Quality – The state is currently evaluating a draft plan for the new TQRIS system that will be embedded into state licensing for early care and learning programs.<sup>4</sup> Production began on an early childhood web portal that will, among other things, expand access by reducing application barriers for high quality programs. Lastly, the state made significant strides in the development of a state early childhood data system through the successful pilot of technology that will link individual child data across the Departments

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<sup>3</sup> See Appendices B and C. Additional programs, including home visiting services, will be added through 2013 legislative action.

<sup>4</sup> The contractor for this work has delivered a draft plan that is currently under review.

of Education and Human Services and, eventually, the Department of Public Health and Environment. This will enhance our efforts for continuous quality improvement across programs.

- **Stronger Workforce** – In the spring of 2012 the Colorado Commission on Higher Education reversed a ruling that prohibited colleges and universities from offering a bachelor's degree in early childhood education (see Appendix F). Today several institutions of higher education are creating bachelor's degree programs in Early Childhood that will be open for enrollment next fall. The Early Childhood Leadership Commission (ECLC), the state's Early Childhood Advisory Council, supported the development of new workforce competencies, to be incorporated into associates and bachelor's programs as well as into ongoing professional development, for those teaching children from birth through 8 years old.<sup>5</sup> These competencies, developed under the direction of the P-3 Professional Development Task Force of the ECLC, are expected to be approved by the ECLC in December. A team of stakeholders has designed the specifications for an early childhood workforce registry and Learning Management System. An RFP for the work is under final review and will be released as soon as RTT-ELC grant monies are secured.
- **Deeper Understanding of Children** – The Departments of Education and Human Services, along with the Early Childhood Leadership Commission, have agreed to adopt recently completed Early Learning and Development Guidelines for children from birth through 8 years old. These guidelines are anchored in the *Head Start Child Development and Early Learning Framework* and the Common Core standards for kindergarten through 3<sup>rd</sup> grade, facilitating ready incorporation by a number of early childhood programs and professionals.<sup>6</sup> Like the workforce competencies, these guidelines will be incorporated into the new TQRIS. The state has completed a geographically diverse, multi-site pilot of the *Teaching Strategies GOLD*<sup>®</sup> kindergarten assessment. The pilot, which was well-

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<sup>5</sup> Draft competencies will be released sometime in October 2012 for stakeholder review/evaluation.

<sup>6</sup> In collaboration with California, Colorado fully incorporated that state's guidelines for ages from birth through 3 years. These guidelines will be incorporated into the TQRIS, workforce competencies, and Results Matter, the State's early childhood assessment system.

received, included collaboration with pre-kindergarten professionals who already use *Teaching Strategies GOLD*® in all publicly-funded preschool and Head Start programs.

While we are proud of these accomplishments, there is still important work to do. The RTT-ELC grant will help maximize a broader, coordinated set of state and local early childhood efforts supported by foundations, private companies, and the state.

### Phase 2 Scope of Work

The following are the major activities of this Phase 2 grant application, by selection criteria, and their anticipated impact on overall statewide reform:

#### A. Successful State Systems

- Grant Management and Coordination, supported by the new Office of Early Childhood
- Communication to families, especially those with High Needs, on all aspects of quality including the Early Learning and Development Guidelines, TQRIS, and statewide online resources to increase ease of access to high quality programs
- Supports to local early childhood councils to provide flexible, responsive support of grant activities at the local level
- Grant evaluation per federal specifications

#### B. High-Quality, Accountable Programs

- Statewide implementation of the new TQRIS tied to licensing
- Training and communication to programs and providers on the new TQRIS
- Supports to increase quality, including local supports for shared services, especially for high need programs
- Early Childhood Data System (ECDS) development including access and reporting for families, providers, and administrators

#### C. Promoting Early Learning and Development Outcomes for Children

- Development and dissemination of user-appropriate tools for programs, providers, and families
- Incorporation of Early Learning and Development Guidelines (ELDG) into the TQRIS, training and professional development, assessment training, and communications to communities and families

#### D. A Great Early Childhood Education Workforce

- Unify the state workforce competency system
- Align teacher preparation programs (2-year and 4-year) around workforce competencies and promote articulation of coursework across all institutions
- Incorporate competencies into statewide professional development opportunities
- Develop measurements for competencies in order to give credit for prior learning
- Provide incentives and supports to advance through the ladder of competencies, especially for high need providers
- Fully deploy a statewide Learning Management System to advance professional development opportunities to the early childhood education workforce.

#### E. Measuring Outcomes and Progress

- Tiered expansion of the Results Matter program to serve more Children with High Needs from birth through 5 years of age.
- Implement kindergarten assessment in all school districts statewide

Throughout the proposed work are two emphases: 1) the development of data systems and increased data sharing across programs and departments for continuous quality improvement, and 2) an increased emphasis on educating and empowering families so they can best support the optimal development of their children and become effective advocates when needed.

Starting with the new Office of Early Childhood, through smarter management of grant activities and a new emphasis on empowering and educating families, these efforts will constitute a comprehensive evolution in the state's push for quality early learning programs. By



continuing Colorado's emphasis on the People, Programs, and Places with High Needs (per our Phase 1 application), especially in the provision of supports and incentives to advance quality, we are ensuring a systemic approach to better quality, a stronger workforce, and a deeper understanding of children.

Several criteria have driven our selection of activities and scope of work so that it will have the greatest impact on advancing Colorado's reform plan:

- **Maximize recent developments.** Major progress has been made in the past year in all criteria areas including: advances in state longitudinal data systems, development of Early Learning and Development Guidelines, Core Competencies for Teachers and Directors, a draft set of TQRIS recommendations, the piloting of a readiness assessment, and continuous improvement to the Results Matter program. In addition, with the new Memorandum of Understanding between the Departments of Human Services and Education and the Lt. Governor's Office, we have succeeded in unifying top leadership's commitment to implementing core pieces of a shared, seamless system of quality across the major learning environments for the state's young children. This ensures that the major proposed efforts in this grant will be maximally delivered to Colorado children. In addition, this progress has collectively saved us millions of dollars in Phase 1 proposed activities.
- **Focus investment in highest impact people and programs.** In a few areas we consolidated our efforts. This includes the workforce competencies developed just for early childhood teachers and directors and a focus on licensed programs for TQRIS. This will help ensure our energies and resources are not spread so thin that we do not achieve systemic change. A focus on licensed programs and the professionals in those programs ensures more leverage in our ability to impact change. Despite the consolidation of efforts, we have allowed for some resources and opportunities to be utilized for non-targeted populations.
- **Leverage technology and partners.** The technological revolution has broken paradigms for traditional approaches to education, communication, and community building. Colorado needs to build and enhance technology that matches the habits and desires of our young families and providers. Where possible this grant maintains funding for technology – be it online trainings, public access to information, or the development of

affinity groups for quality areas. In addition, we want to utilize another important source of knowledge – that of our colleagues in other states. In areas like assessment, state collaborations are already benefitting programs and providers by ensuring more efficient reporting, more effective trainings, and a multi-state push for quality improvement.

Where possible, we also look toward out-of-state colleagues to help us work smarter and make the most of cross-state resources.

Our systemic approach moves Colorado beyond a step-by-step, child-by-child effort into a groundswell of changes implemented through local efforts that are most sensitive to the unique needs of the people, programs, and places that constitute the early childhood system. By embracing Colorado’s proud history of localism, we ensure flexible, context-driven strategies to implementing and sustaining these major changes. Most importantly, we gain first-hand knowledge of our Children with High Needs – where they are, what they need, how to empower their families – so that more children are starting kindergarten with equal chances to succeed.

By accomplishing the work proposed in the RTT-ELC grant application we expect to see the following major successes by 2016 (and other goals as indicated within Part 2 of this application):

#### **Better Quality**

- All licensed early learning programs, serving approximately 200,000 children, will participate in the new TQRIS
- Thirty-five percent (35%) of center-based child care programs will be rated in the highest tiers of quality

#### **Stronger Workforce**

- All (100%) Colorado community colleges and fifty percent (50%) of Colorado four-year institutions will incorporate the new Early Childhood Workforce Competency Framework into early childhood degrees
- Ten percent (10%) of professionals will advance at least one credential level and twenty-five percent (25%) of professionals will make progress towards the next credential level
- Professionals’ competency levels and progress will be publicly available

#### **Deeper Understanding of Children**

- All children in public schools will receive more targeted instruction by participating in the Kindergarten Readiness assessment

- Prior to kindergarten, 3,500 additional High Needs Children will receive individual support by participating in the state's Results Matter assessment program

### **Kindergarten Readiness**

- Through the Kindergarten Readiness assessment, Colorado will establish a statewide baseline of school readiness
- Based upon this baseline, there will be a twenty five percent (25%) increase in children's school readiness by the end of the grant

Together, these accomplishments will enable Colorado to achieve significant increases in overall kindergarten readiness as well as major decreases in the gap in readiness between Children with High Needs and their peers. By harnessing the investments from the RTT-ELC grant, Colorado will increase the chances that a child's first day of kindergarten sets them on a successful path for life.

## PART 2: Summary Table for Phase 2 Plan

We have indicated the selection criteria which are addressed in our Phase 2 application.

	Addressed in 2011 application	Addressed in Phase 2 application
<b>Race to the Top-Early Learning Challenge</b>		
<b>A. Successful State Systems</b>		
(A)(1) Demonstrating past commitment to early learning and development.	Yes	Yes (Part 1 State Plan)
(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.	Yes	Yes (Part 1 State Plan)
(A)(3) Aligning and coordinating work across the State	Yes	Yes
(A)(4) Developing a budget to implement and sustain the work	Yes	Yes (Budget Narrative)
<b>B. High-Quality, Accountable Programs</b>		
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	Yes	Yes
(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System	Yes	Yes
(B)(3) Rating and monitoring Early Learning and Development Programs	Yes	Yes
(B)(4) Promoting access to high-quality Early Learning and Development Programs	Yes	Yes
(B)(5) Validating the State's Tiered Quality Rating and Improvement System	Yes	Yes
<b>C. Promoting Early Learning and Development Outcomes for Children</b>		
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards	Yes	Yes
(C)(2) Supporting effective uses of Comprehensive Assessment Systems	Yes	Yes
(C)(3) Identifying and addressing health, behavioral, and developmental needs	No	No
(C)(4) Engaging and supporting families	No	No
<b>D. A Great Early Childhood Education Workforce</b>		
(D)(1) Developing Workforce Knowledge and Competency Framework and a progression of credentials	Yes	Yes
(D)(2) Supporting Early Childhood Educators	Yes	Yes
<b>E. Measuring Outcomes and Progress</b>		
(E)(1) Understanding the status of children at kindergarten entry	Yes	Yes
(E)(2) Building or enhancing an early learning data system	No	No
<b>Competitive and Invitational Priorities</b>		
Competitive Priority 2: Including all Early Learning and Development Programs in the TQRIS	Yes	Yes
Competitive Priority 3: Understanding status of learning and development at Kindergarten Entry	Yes	No
Invitational Priority 4: Sustaining Program Effects in the Early Elementary Grades	Yes	No
Invitational Priority 5: Encouraging Private-Sector Support	Yes	No

### Part 3: Narrative

#### A(3) ALIGNING AND COORDINATING WORK ACROSS THE STATE

Selection criterion	A(3) Aligning and coordinating work across the State	Page references from State's FY11 application	74
Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.			

#### Executive Summary

Colorado has proven its capacity to effectively move an early childhood vision and coordinate work across state agencies. Colorado's *Framework in Action* was produced in 2009 to integrate and guide cross-sector, state-level efforts and to promote shared priorities and accountability toward major common goals. Even more can be accomplished with the alignment of early childhood programs within a single state agency, more formalized coordination of programs that reside in different state agencies, and a heightened focus on local coordination and implementation.

Colorado approaches the RTT-ELC with strong momentum to address long-standing governance issues at the state level and strengthen capacity at the local level. We propose a coordinated, cross-agency, state-local governance strategy that will not only ensure effective implementation of the Early Learning Challenge Fund State Plan but will also build resolve and capacity to pursue long-term objectives. A new structure that emphasizes prevention and intervention, quality early learning, family support and engagement, and a strong workforce will ensure a comprehensive focus on increased access to high quality programs for Children with High Needs.

#### Progress since Phase 1

Creation of the Office of Early Childhood – In Colorado's 2011 RTT-ELC application, the Early Childhood Leadership Commission (ECLC) proposed to support the introduction of legislation to create a new Office of Early Childhood (OEC) within the Department of Human Services (DHS). This office would consolidate all of the early learning and development programs currently housed within DHS as well as existing early childhood programs and funding streams from the Colorado Department of Public Health and Environment, Department of Health Care Policy and Financing, and the Office of the Lt. Governor. Colorado Senate Bill 12-130 was

introduced in February 2012 and passed through the Senate before being postponed indefinitely in the House State, Veterans and Military Affairs committee. Shortly after the legislative session, Governor Hickenlooper announced the creation of an Office of Early Childhood (OEC) in the DHS to consolidate all of the early childhood programs currently housed within that Department (see Appendix C). Additionally, while remaining under the direction of the Lt. Governor's Office, the Head Start State Collaboration Office and the ECLC physically relocated to the new office to support the reorganization within the DHS. Legislation will be proposed in the 2013 legislative session to move the rest of the programs and funding streams originally proposed in Senate Bill 12-130 into the Office of Early Childhood.

The new office will also coordinate and collaborate with other major Department of Human Services programs and initiatives. Under the direction of Executive Director Reggie Bicha, the DHS has embraced a two-generation approach that begins to address factors that contribute to poverty. Two-generation approaches focus on creating opportunities for and addressing needs of both vulnerable parents and children together. Director Bicha's executive team is coordinating approaches across, in particular, the Offices of Early Childhood, Economic Security, and Children, Youth and Families. For example, the Department of Human Services will explore approaches to prioritizing early learning opportunities in the highest tiers of quality for those receiving Temporary Assistance to Needy Families (TANF). In addition, relevant staff will receive *Strengthening Families* training, as described below. A two-generation framework will connect the work of the Office of Early Childhood in purposeful ways to other state initiatives for vulnerable parents, which should lead to measurable positive change for children and families in Colorado.

Memorandum of Understanding between the Lieutenant Governor's Office, the Colorado Department of Human Services, and the Colorado Department of Education – Due to various constraints, several programs housed within the Colorado Department of Education's (CDE) newly launched Office of Early Learning and School Readiness – including the Colorado Preschool Program, Results Matter, Expanding Quality for Infants and Toddlers, and the Early Professional Development Team – are not included in the OEC. Therefore, on September 11, 2012, the Office of the Lt. Governor, the DHS, and the CDE joined forces to build a shared vision for early childhood development and academic achievement by entering into a Memorandum of Understanding: A Working Partnership for Colorado Children and Families

(MOU). The MOU cements a shared vision for supporting child development, school readiness, and early school success and encourages further partnership with other state entities serving young children such as the Colorado Department of Public Health and Environment. The agreement calls for the creation of an aligned and integrated system of support including the use of common learning guidelines, program standards, and professional development. The coordinated effort will focus on parent education and support as a cornerstone to child well-being. A new position, Early Childhood Liaison, was created to facilitate and enhance inter-departmental collaboration between the two offices within the DHS and the CDE.

Formalization of the Early Childhood Councils Leadership Alliance – A key strategy for the successful implementation of the RTT-ELC and the OEC will be coordination of local governments and partners across the state by Colorado’s thirty-one (31) Early Childhood Councils (Councils). The Early Childhood Councils Leadership Alliance (ECCLA) is filing with the IRS to become a 501(c)3 in order to further promote ECCLA’s goals of resource development, advocacy and public engagement, and capacity building. When nonprofit status is granted it will allow for more flexible linkages between Phase 2 activities, greater opportunities for shared accountability among the Councils, and the opportunity to strengthen Councils in the important work of convening local governments and partners in the implementation of the RTT-ELC grant projects.

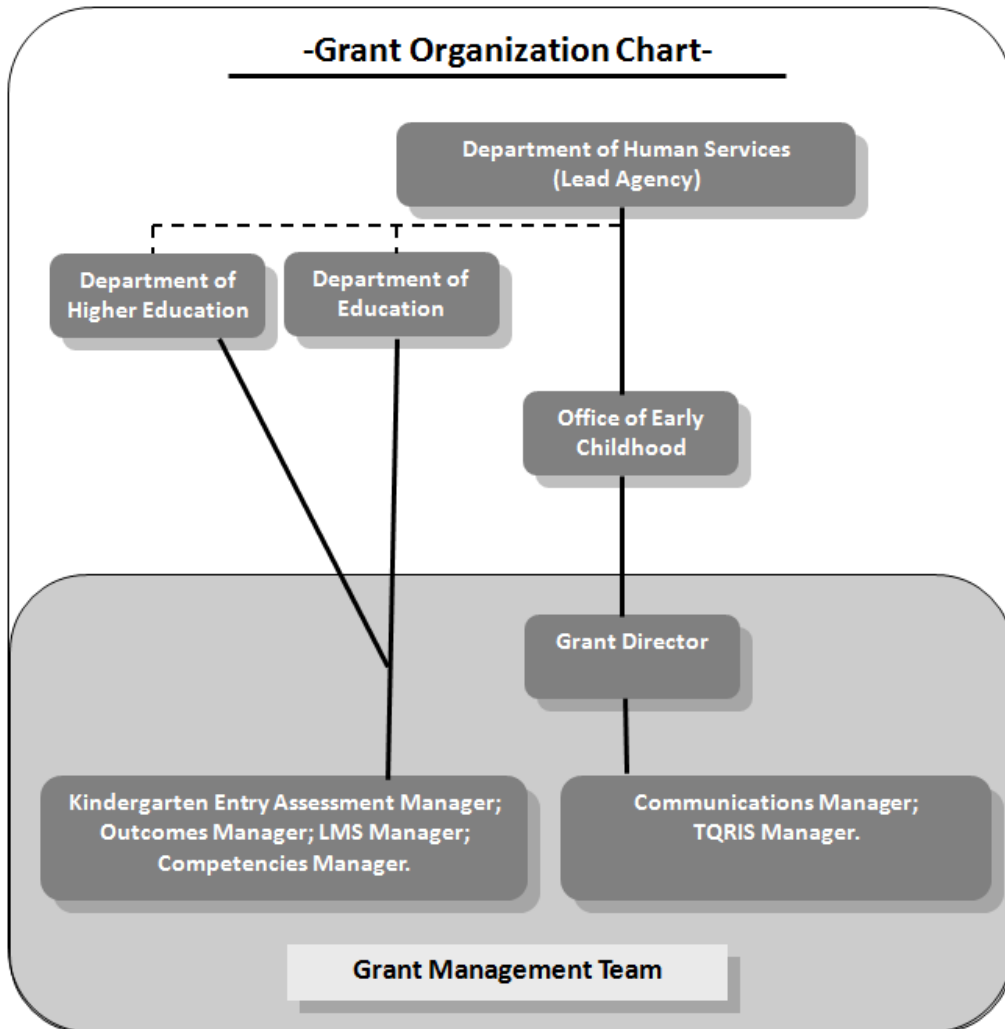
### **Changes in the Phase 2 Grant**

We have maintained the integrity of our initial plan, but due to the reduction by half of Colorado’s allowed funding request we have had to make significant reductions and/or eliminations in the scope of work related to this section of Colorado’s RTT-ELC plan. These decisions were made thoughtfully and within the current funding context of Colorado. Several of the projects may not be funded within the scope of this grant but will still be implemented in Colorado as they have been funded through other means. As Colorado continues to make strides in the alignment and coordination of early childhood programs through the OEC and maintains a strong commitment to the *Early Childhood Colorado Framework*, those projects that are out of scope for this grant will move forward and remain connected to the RTT-ELC-funded efforts in tangible ways.

Figure 1.1 below outlines the organizational structure for the Phase 2 grant. For the most part this is consistent with our Phase 1 approach as we have a dedicated Grant Director supported

by a Communications Manager. As outlined, the OEC will be responsible for administration of the grant and will ensure collaboration and engagement with other Participating State Agencies.

*Figure 1.1: Grant Organization Chart*





**Reductions for the Phase 2 Grant:**

- The line item for *Consolidation Planning* was reduced to \$51,000 from the original requested amount of \$130,900. Because the OEC has already been established, the DHS has already consolidated its programs and divisions into the new office, and thus it will not be necessary to have the full amount originally requested to transition the remaining programs that will be added to the OEC through the proposed 2013 legislation.
- *Awareness of Colorado's Strengthening Families Framework* was reduced by \$300,000 from the original request of \$500,000. Colorado's commitment to the *Strengthening Families* Framework has not waned especially since the DHS and the OEC will be taking a two-generation approach to moving parents and children beyond poverty. The framework is part of a larger strategy to address Colorado's decade-long trend of increasing poverty rates for children birth through age 5. We believe our original budget significantly over-estimated the cost of incorporating this approach into state work. First of all, a complete online training to introduce the *Strengthening Families* protective factors is available for free to anyone who desires access (see Appendix I). The online training has already been offered to all grantees of the Colorado Children's Trust Fund, Colorado's family resource centers, Early Childhood Councils, and other professionals who work directly with children and families as well as those who may influence policy related to early childhood. In-person trainings, especially for staff of the new Office of Early Childhood and staff of related offices working on two-generation approaches to poverty, will help solidify this approach in state-level work. The state would also benefit from in-person training opportunities across the state with support from the Center for the Study of Social Policy, the originators of the *Strengthening Families* framework. We believe the currently budgeted amount is adequate to spread the framework farther and deeper into program implementation and evaluation areas.
- Funding to support the Early Childhood Councils was reduced by 40% to \$3,200,000. The Councils will support the implementation of the RTT-ELC grant and ensure alignment between state and local initiatives. Initiatives will include, for example, implementation of the Early Learning and Development Guidelines, the new TQRIS, and the Learning Management System. Current and ongoing Early Childhood Councils' activity and funding is a significant contributing factor in the justification of reduced

funding. While the primary source of funding for some of the Councils is the state allocation from CCDF quality dollars, many others have leveraged additional grants to support their work. Other sources of Council funds include: the state-legislated School Readiness Quality Improvement Program, the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) grant, Colorado Trust Health Integration grants, and other local government and private foundation dollars. In fact, several of our Councils have 501(c)3 status and the portion of state funds dedicated to their work is only a small percentage of their overall operating budget. The Early Childhood Councils' leadership was consulted before the writing of this Phase 2 application commenced. Leadership indicated that many Councils had already begun to allocate funding in their current budgets to assist with the roll-out of the Early Learning and Developmental Guidelines, professional development activities and other early learning quality and access initiatives. In addition, we anticipate that RTT-ELC Phase 2 funding from other grant selection criteria areas will be allocated to the Councils. This includes the Early Learning and Development Guidelines (locally-initiated trainings and supports to families to build understanding on how to support optimal child development), TQRIS local incentives, shared services demonstration hubs, and local professional development initiatives. Other professional development opportunities and state-level staff will be maximized to support the Early Childhood Councils in their efforts to improve quality. Although, it would have been preferable to maintain a higher level of funding for the Early Childhood Councils in order to accelerate local communication and implementation activities, a combination of RTT-ELC Phase 2 support, current funds, and ongoing initiatives should be appropriate to achieve the local initiatives described in this grant.

- Funding for Healthy Child Care Colorado, which has received new support from The Colorado Health Foundation, was reduced to \$175,000. Completely eliminated from this request is training for family leadership (now funded through the Colorado Department of Public Health and Environment) and project management software which may be obtained through existing DHS resources.
- The Public Relations and Communications Plan to engage identified audiences of internal state and local government stakeholders – such as Early Childhood Councils, early care and learning professionals, and parents – was reduced 50% from \$1,750,000 to \$875,000.

A thorough analysis of the Phase 2 RTT-ELC budget items in each of the selection criteria shows a total of \$1,646,000 is allocated to communications activities for families, professionals, programs and communities. Included in the budget for section A(3) is a Communications Manager that will sit in the OEC. This staff person will oversee work that will develop and implement a coordinated and aligned communications plan and support all of the communications efforts related to the RTT-ELC grant. Cost savings will be achieved by reviewing other states' communications initiatives and working with them to adapt those we think will work well in Colorado. Currently the state is looking at the *Love, Talk, Play* parent engagement campaign developed by Washington state and exploring the possibility of purchasing the materials and tweaking them to fit Colorado's needs. Part of the Communication Manager's duties will be to tap Colorado foundations for funding to augment the communications budget.

- The *Annual Performance and Quality Assessment of the Effectiveness and Results of the Grant* was reduced from \$280,000 to \$150,000 by conducting the annual performance assessment in years two and three when course corrections will be most critical. This reduction is also due to the reduction in overall size and scale of the Phase 1 plan. Finally, the administrative support role was eliminated for this phase as this function can be assumed by existing state staff.

## Our Plan Going Forward

Table 1.1 outlines our adjusted plan, activities, and timelines for completion. This is aligned to the budget narrative in Part 5.

Table 1.1: A(3) High-Quality Plan for Governance

ID	Activity Description	Start	Duration (Months)	Finish	Lead Role
1	Hire a Grant Director to administer, oversee, and manage grant-related activities with the goal of ensuring healthy child development and school readiness for all children by strategically supporting the People, Programs, and Places with the highest needs.	1/1/2013	48 Months (Grant Director serves through 12/31/2016)		CDHS
2	Hire a Communications Manager to select a communications firm to develop and manage a comprehensive communications plan targeted toward three identified audiences as well as support the implementation of all communications efforts described throughout the grant application.	1/1/2013	48 Months (Communications Manager serves through 12/31/2016)		CDHS
3	Engage in sharing effective program practices and solutions and collaboratively solving problems through federal technical assistance workshops with US Departments of Education and Human Services as required.	1/1/2013	48	12/31/2016	CDHS
4	Upon grant award, update Statements of Work (SOWs) and project plans for all participating agencies.	1/1/2013	3	3/31/2013	CDHS
5	Define and develop performance-based implementation initiatives with Early Childhood Councils.	7/1/2013	42	12/31/2016	CDHS

ID	Activity Description	Start	Duration (Months)	Finish	Lead Role
6	Identify a Local Liaison Coordinator to interface with Colorado's 31 Early Childhood Councils for the purposes of engaging Council Coordinators in developing, implementing, monitoring, and managing performance-based initiatives targeted to grant activities at the local level. Initiatives will engage local governments, early learning programs, families (particularly families with Children with High Needs), and the broader community.	7/1/2013	42	12/31/2016	CDHS
7	Implement performance-based grant initiatives collaboratively with Early Childhood Councils, including Councils' involvement in monitoring, evaluating, and refining local initiatives and sharing best practices among Councils.	9/1/2013	40 Months (Administered through 12/31/2016)		CDHS
8	Define and support organizational consolidation initiatives by identifying and supporting key change agents and assisting all stakeholders in the transition to the new organizational structure.	8/1/2013	5	12/31/2013	CDHS
9	Increase awareness and adoption of Colorado's <i>Strengthening Families</i> framework through increased training and technical assistance across all grant initiatives.	1/1/2013	48 Months	12/31/2016	CDHS
10	Initiate and manage broad community outreach to increase awareness, support, and engagement. This includes coordination of all communication and engagement activities across the RTT-ELC grant. Engage local non-profits and other organizations to coordinate and effectively perform outreach to families with high needs.	7/1/2013	42	12/31/2016	CDHS

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
11	Conduct Performance & Quality assessment in years 2 and 3 to monitor, encourage, advise, and report on the effectiveness and results of grant related efforts, with targeted focus on local implementations.	7/1/2014		Conducted in Years 2 and 3	CDHS
12	Evaluate on a monthly basis the performance of the Office of Early Childhood and its progress against the RTT-ELC goals, including the success of the transition. Identify and make course corrections. At least quarterly, evaluate the impact to Children with High Needs, their families, local Early Childhood Councils and local and county administrations, including measurable child outcomes.	10/1/2013		39 Months Ongoing on a monthly basis through 12/31/2016	CDHS

B(1) DEVELOPING AND ADOPTING A COMMON, STATEWIDE TIERED QUALITY RATING AND IMPROVEMENT SYSTEM

Selection criterion	B(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	Page references from State's FY11 application	114
Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.			

### Executive Summary

Colorado is intentionally focused on lifting the quality of early education programs for all children; in particular, Colorado will focus on ensuring high quality programs for more Children with High Needs. Colorado will use RTT-ELC funds to accelerate the development and implementation of an enhanced and expanded Tiered Quality Rating and Improvement System (TQRIS) that is embedded in state child care licensing. Information from this enhanced TQRIS will link to other state data systems to better support and sustain higher quality of programs across the state and evaluate program outcomes. The enhanced system will help benchmark quality for consumers and broaden awareness of the components of quality.

Embedding the TQRIS into the regulatory system enables greater systemic improvement. Licensing requirements and their effective enforcement are one of the most critical leverage points to promote children's development. Colorado recognizes that, in order to achieve improved child outcomes, we must invest in improved program standards for child care. By paying particular attention to aligning the new TQRIS standards with other early care and education state and national standards and programs – Head Start, NAEYC accreditation, National Association of Family Child Care, Colorado Preschool Program – the TQRIS becomes a tool to foster linkages, increase collaboration and partnerships, and promote efficiency and coordination in monitoring and accountability. The newly designed rated-license system will offer a unifying set of standards and help assure all children, including those with High Needs, have higher quality early learning experiences that will prepare them for success in kindergarten and beyond.

### Progress since Phase 1

Award of the RFP to develop the expanded TQRIS – In March 2012, the Colorado Department of Human Services awarded an RFP to Oldham Innovative Research (OIR) to

develop recommendations related to the development, design, and implementation of Colorado's TQRIS (see Phase 1 application, Appendix L). The scope of this work includes:

- Creation of a crosswalk of Colorado's TQRIS standards to current state and national program standards, including but not limited to the National Association for the Education of Young Children and Head Start Program Performance Standards.
- Development of indicators for each of the following standard areas within five (formerly four) rating levels: Learning Environments; Workforce Qualifications; Leadership, Management and Administration; Child Health Promotion; and Family Partnership.
- Development of a quantitative methodology for determining adherence to indicators.
- Development of a technical manual for the TQRIS system to guide programs, providers, and raters to determine a rating designation.
- Analysis of tiered reimbursement systems in other states to promote equity between Colorado's new TQRIS and those of other states.
- Inventory of existing strategies and incentives available to support providers in obtaining TQRIS ratings and advancing along the rating tiers.
- Development of a Public Awareness and Consumer Engagement Plan.
- Development of a Request for Proposal document to contract with a third-party organization to perform quality ratings and support programs that wish to move to higher levels of quality.

The contractor has continued to work with the team of key stakeholders, Colorado's TQRIS: The Next Generation Advisory Team, to develop the tiered program standards. The stakeholder group is currently reviewing quantitative methodology for determining numerical point values for and movement along the rating tiers. Completion of all contractual deliverables is scheduled for November 2012.

One major change for the Colorado model is the addition of a fifth tier – making the new model a 5-level TQRIS. The model Colorado is developing will be a hybrid approach. Levels 1 and 2 will be “building blocks” tiers with movement to the next level based on completion of identified activities and standards. To reach Level 1, programs/providers will need to be in compliance with the newly revised licensing standards. To reach Level 2, programs/providers will show they have established other aspects of care and education that promote positive experiences. To receive a Level 2 designation, *all* indicators within this level must be met.



Designation for Levels 3, 4, and 5 will be determined by cumulative points plus a minimum number of points in each of the standard areas: Learning Environments; Workforce Qualifications; Leadership, Management and Administration; Child Health Promotion; and Family Partnership. Higher levels of quality involve both structural and process standards, including curricula practices, caregiver qualities, and family engagement and involvement.

It is important that all of Colorado's efforts to encourage quality within early care and education are aligned and promote quality throughout all settings and age groups. To address this, several core pieces will be incorporated into the TQRIS: the new Early Learning and Development Guidelines and Workforce Competencies for Early Childhood Teachers and Directors, and Colorado's standards for social-emotional competence and inclusion.

When licensing is embedded into the TQRIS, its potential impact on system quality becomes transformative, although the design and implementation challenges grow in complexity. The TQRIS must be both accurate (reliable and valid) and cost effective to administer. It is important that the standards be clear so providers and programs know how to meet them, and that information is available to parents, providers, and communities to promote understanding of quality early childhood education. Colorado's TQRIS will do more than rate early childhood programs – it is a true continuous quality improvement system for all early learning programs in Colorado that will result in higher outcomes for children.

### **Changes in the Phase 2 Grant**

To pave the way for a rated TQRIS with Level 1 tied to licensing, the Colorado Department of Human Services' Division of Child Care is proposing revised licensing rules with higher standards for Child Care Centers.<sup>7</sup> The revised Child Care Center rules were expected to be implemented in 2012 (Phase 1 pg. 117) but have continued through the revision process with ongoing stakeholder input and review. The draft will be available for public comment in December 2012 with October 2013 as the new deadline for implementation.

As indicated in Phase 1, participation in the first level of the TQRIS will be mandatory for all licensed programs in the state. However, after more work developing quality benchmarks it has been recommended that a 5-level system be established, as opposed to a 4-level system, which was proposed in Phase 1. We believe it is important that the TQRIS provide a number of

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<sup>7</sup> Revised Family Child Care Rules are already in effect.

levels that build upon each other and support providers and programs effectively as they progress to higher tiers. With an additional level there now is greater opportunity to develop deeper knowledge and understanding of the components and standards of the system before moving up to the higher levels. This also offers an opportunity for programs and providers to begin improvement in the quality of their program at the most basic level. We believe this additional level also creates more manageable steps so that the first movement toward a higher tier is achievable within a reasonable timeframe.

A work group of the TQRIS Advisory team has developed a design outline for module trainings and orientation materials for all TQRIS content areas. When developed, the modules will include all proposed training areas, connect directly to the new professional workforce competencies, and include additional resources to enhance and extend learning.<sup>8</sup> Content will be available online through the new Learning Management System (see section D) and through in-person community-based trainings. All related TQRIS trainings will count toward required child care licensing annual training hours. RTT-ELC Phase 2 funds will support the development of these modules.

In light of the reduction of funding, Colorado's Phase 2 application reduces the scope and financial support of some TQRIS activities and also realigns funding based on identified priorities. The Phase 2 application proposes budgeting around the essential elements to support the development of the new system.

**Modifications to the Phase 2 Grant:**

- A communications resource to create and implement a communications plan has been moved to the Governance section (section (A)), which will allow for a more efficient and coordinated communications approach between the TQRIS and other new initiatives. Centralized communications efforts will better help Early Learning and Development programs (ELDs) gain knowledge of and navigate all of the RTT-ELC proposal components (TQRIS, Learning Management, Results Matter) as well as better target areas with concentrations of High Needs children.

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<sup>8</sup> Additional materials to be explored include online videos and tutorials, a professional learning collaborative, and social network opportunities for members of specific tiers that are working on specific standard areas.

- The professional service for training and technical assistance for programs and providers has been increased. Supporting programs and providers to ensure understanding and use of the TQRIS is crucial for successful implementation. Funds will support efforts at both the state and local levels for training and technical assistance. Financial support will also be provided to address the expected influx of programs wanting to enter at the rating level appropriate for and reflective of the quality of the program. This change will enhance efforts to level the playing field for market-based ELDs who may not have access to stable sources of third party funding for continuous quality improvement.

**Reductions to the Phase 2 Grant:**

- The funding for public access to reporting and provider portal application will be part of the reporting design for the Early Childhood Data System.
- Financial incentives for licensed care professionals are both an investment in basic program quality and a powerful incentive for programs' participation in higher levels of TQRIS. Colorado's Phase 1 2011 application included two separate line items for professional services to TQRIS financial incentives: 1) a \$1 million line item for developing and implementing a financial incentive plan and, 2) a \$4.5 million line item to develop and implement the actual incentives program including an assessment of the efficacy of the program. The Phase 2 application consolidates these two activities. This is because discussions on planning for specific financial incentives are well underway through the TQRIS task force. Incentives already under consideration are: higher rates of subsidy payment for higher levels of quality, supplemental grants for program improvement, bonuses tied to quality levels, practitioner wage incentives, and others. Local entities will help determine the specific incentive approaches that would best impact local program quality.
- Professional services to develop plans and strategies to expand TQRIS enrollment to non-licensed care have been scaled back. Although care for young children in informal settings is an important part of the landscape, the priority to improve the quality of licensed care was determined to be most important, given that the TQRIS will be tied to licensing. However, the care

of children by family, friends, or neighbors provides critical support to help families. The reduced appropriation is small but important to retain in order to support improved quality in these settings, which may even qualify as a legal form of care where providers receive child care subsidies. Funds could also help leverage additional state and local resources that recognize the value of this type of care.

- Professional services for financial incentives planning are incorporated into the overall development of the financial incentives plan. The incentive program available to non-licensed providers has been eliminated. A small appropriation is still allocated to provide training and technical assistance on the TQRIS to these caregivers and to offer support for those wanting to join the TQRIS. In addition, all online trainings offered through the Learning Management System will be available free-of-charge to non-licensed providers.
- The work to integrate the TQRIS, the Kindergarten Readiness Assessment, the Learning Management System, and the Statewide Longitudinal Data System has been completed so funds to support this effort are no longer needed.
- The personnel to design planned and ad hoc reports and information for the ECDS (\$244,800) are a casualty of budget reduction. As the system development moves along, sources of funding and support will be sought elsewhere.

### **Our Plan Going Forward**

The RTT-ELC Phase 2 modified High-Quality Plan at the end of section B describes how we will complete the process of defining the next-generation TQRIS and manage its successful implementation. The Plan describes our activities for ensuring integration between the TQRIS and state data systems, including the State Longitudinal Data System (SLDS) and the proposed Learning Management System for Early Childhood Educators (refer to D(2)). The TQRIS will also be linked to the Colorado Department of Education's assessment systems, including Results Matter and the Kindergarten Readiness Assessment. These connections will ensure the collection and linking of program data that will be used by decision makers at all levels to inform quality improvements to individual programs and to the system as a whole.

Colorado recognizes that in order to achieve improved child outcomes, especially for our most vulnerable Children with High Needs, we must invest in improved program standards for child care. Our multi-leveled TQRIS – with enhanced financial incentives and professional development opportunities to encourage achievement of higher tiers, expanded family engagement, and fair and consistent program evaluation – is an important right step toward Colorado’s vision for better quality.

## B(2) PROMOTING PARTICIPATION IN THE STATE’S TIERED QUALITY RATING AND IMPROVEMENT SYSTEM

<b>Selection criterion</b>	<b>B(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System</b>	<b>Page references from State’s FY11 application</b>	<b>121</b>
<b>Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b>			

### Executive Summary

As described in section B(1), the redesign of the current statewide TQRIS includes all licensed programs in Level 1. The current system was built on the assumption that parent demand would drive increased voluntary participation in a quality rating system. We learned, however, that parent demand alone is insufficient to significantly increase access to quality programs, especially for Children with High Needs; this finding necessitates that the state play a more intentional role. To this end, the TQRIS in Colorado will be a rated license system for all providers (center-based and Family Child Care) and for multiple types of programs that target Children with High Needs. Since state-funded preschool programs are licensed in Colorado, this strategy will include all of the Colorado Preschool and Title I preschool sites, all licensed programs that serve children participating in child care subsidy, and many programs that serve children with special needs. While licensing is voluntary for some Head Start programs, more than 95% are licensed, thus ensuring that the vast majority of Head Start programs will participate in the TQRIS.

As the TQRIS becomes recognized and adopted as a framework for quality improvements across all program sectors and settings, Colorado will enter a period of accelerated participation. Implementation of the new TQRIS will be phased-in starting in January 2014. The state intends for 100% of licensed programs to enter the TQRIS within two years of the launch date. The first year of the launch will target child care centers and the second year will target family child care homes. Where possible, specific local supports will focus on those Places and Programs with High Needs (see Phase 1, Appendix F, Methodology and Maps for Identifying High Need Places and Programs). This approach will allow for time to demonstrate value and to test elements of the system. It is anticipated that programs will strive to advance

quickly to higher levels of quality as a result of the new rated license system. State licensing staff will engage and work closely with the local Child Care Resource and Referrals (CCR&Rs) and the local Early Childhood Councils to support programs that desire to advance to higher tiers.

### **Progress since Phase 1**

Despite a time of significant fiscal challenge, state investments for early childhood development and learning have grown over the past five years (FY 2007-08/FY 2011-12). As a state with a county-administered child care assistance program, each county determines eligibility and reimbursement rates within guidelines established in federal law. The Colorado Department of Human Services' Division of Child Care continues to work collaboratively with county offices and the local Early Childhood Councils and Child Care Resource and Referral entities, especially in locations with high concentrations of Children with High Needs, to implement effective policies and practices to support high quality providers' participation in the subsidy program. For example, the Division of Child Care has initiated a Child Care Licensing Project with Early Learning Ventures (ELV) and the ELV Alliances to promote shared services as a way to stabilize business practices and increase quality (see Appendix J). The ELV alliances are community-based partnerships comprised of small child care provider affiliates working together to deliver services in a more streamlined and efficient way than can be accomplished by individual small businesses. ELV provides an operation infrastructure for providers to realize savings in time and cost that can then be used to improve the quality of services to children. This project is discussed further in section B(4). Colorado intends to direct RTT-ELC resources through incentives and supports to programs serving Children with High Needs that have a willingness to move to higher levels of quality.

In order to better understand financing strategies and cost projections based on a finalized TQRIS model, key stakeholders from the TQRIS Design Team have been participating in a national TQRIS Finance Learning Table. This group will develop recommendations to present to the full team in November 2012.

As discussed in section B(1), work with the TQRIS contractor includes an inventory and analysis of tiered reimbursement systems in other states. The analysis of state trends relevant to Colorado along with recommendations for a tiered reimbursement system in Colorado aligned with the TQRIS was presented to the full TQRIS Design Team at the October 2012 meeting.

Along with this work, an inventory of the current provider supports and incentives and identified gaps to strategically support providers, especially those serving Children with High Needs, will be presented for discussion at this meeting. This information will allow the state to design effective and targeted new investments to support the advancement of programs within the new TQRIS.

### **Changes in the Phase 2 Grant**

Colorado's Phase 2 application reduces the scope and degree of financial support for particular services and activities and also realigns funding based on identified priorities. The Phase 2 application proposes budgeting around the essential elements to promote and support participation in the TQRIS system.

### **Reductions to the Phase 2 Grant**

- Due to the reduced funding available, the scope of the financial incentive program linked to the TQRIS has been reduced accordingly, by 50%. This was a prorated reduction in line with the total reduction from the RTT-ELC Phase 1 budget.



## B(3) RATING AND MONITORING EARLY LEARNING AND DEVELOPMENT PROGRAMS

Selection criterion	B(3) Rating and monitoring Early Learning and Development Programs	Page references from State's FY11 application	127
Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.			

### Executive Summary

As Colorado enters a period of accelerated participation in the TQRIS, an established system of inter-rater reliability will be critical for ensuring the integrity of the ratings and maintaining the validity of the TQRIS. Currently, on a biennial basis, the Division of Child Care ensures all required programs meet licensing standards. Under the redesigned standards and system described in section B(1), all programs will be initially assessed and a quality rating will be assigned during the two-year roll-out phase with subsequent review occurring, at a minimum, once every two years hence. However, it is anticipated that programs will strive to move more quickly through quality levels as a result of the new rated license system and, thus, it is anticipated that a temporary cadre of qualified raters will be needed to meet the initial demand of accelerated participation. Licensing staff will consider Level 2 designations after documenting the completion of the series of online module trainings in the five Standard Areas (Learning Environments, Workforce Qualifications, Child Health Promotion, Family Partnerships, and Leadership, Management & Administration) and a completed program self-assessment, which will include a program quality improvement plan.

Colorado has an extensive *Environment Rating Scales (ERS)* reliability system already in place. The current *Qualistar Quality Rating System*<sup>TM</sup> incorporates the use of the ERS system in its rating and quality improvement process. The current program at Clayton Early Learning, funded with both public and private dollars, trains and supports raters and certifies coaches in *ERS* tools. State child care licensing staff also participates in this training. The new TQRIS will continue to use the *ERS* instrument. Specific minimum *ERS* scores will be required at the higher TQRIS levels, in addition to scores evaluating other standard areas such as adult-child interaction (Levels 3-5).

The new TQRIS also plans to include the *Classroom Assessment Scoring System*<sup>TM</sup> (*CLASS*<sup>TM</sup>) at higher quality levels.<sup>9</sup> *CLASS*<sup>TM</sup> is currently administered in Head Start programs to inform quality improvement activities. In addition, beginning this year, the Denver Preschool Program is administering *CLASS*<sup>TM</sup> using reliable assessors from Qualistar Colorado and Clayton Early Learning. Lessons learned from the experience of Head Start and the Denver Preschool Program will be applied statewide as the expanded TQRIS is implemented.

Building on the strong monitoring, rating, and parent information processes used by the current statewide *Qualistar Quality Rating System*<sup>TM</sup> (Phase 1 pages 127-130), our goals for the next-generation TQRIS remain:

1. Programs participating in the TQRIS are monitored using a valid and reliable tool.
2. A high level of inter-rater reliability for trained monitors of the TQRIS is achieved and maintained across the state of Colorado.
3. Programs participating in the TQRIS are monitored and rated with appropriate frequency.
4. Parents and public have full access to meaningful TQRIS data via the Early

Childhood Data System and understand how to use the system and the data provided.

Providing Quality Rating Information to Parents - We propose to build and link enterprise data through the Early Childhood Data System (ECDS) and associated web portal application. This linkage will ensure that all users have timely access to data and information on all programs in the TQRIS and that data on programs, providers, and children can be appropriately used for continuous quality improvement.

The portal will also serve as the one-stop shop for parents in accessing valuable information about early childhood and development, including information on the workforce, Early Learning and Development Guidelines, and TQRIS rating information. A priority will be placed on a portal design that is user-friendly, inclusive, and accessible to many types of users. System functionality will be designed with families of Children with High Needs in mind; for example, information will be provided in Spanish. A multimedia campaign including social media will be launched to help families understand how to access and use the Early Childhood Data System

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<sup>9</sup> R. Pianta, K. La Paro, and B. Hamre. (2008). *Classroom Assessment Scoring System (CLASS) Manual*, PK–K. Baltimore: Brookes Publishing.

through the web portal application. Bilingual self-service webinars will also support the effective use of this system.

Through this portal the public will have access to reports and data from the Early Childhood Data System. This is, in fact, a priority of the Colorado Department of Human Services (CDHS), which has recently launched C-Stat, a management strategy that analyzes performance using the most currently available data in order to pinpoint areas in need of improvement and improve outcomes. C-Stat quarterly reports are publically available. In addition, other data and reports will be publically available as deemed appropriate by privacy and usage policies from Colorado's Government Data Advisory Board (GDAB).

One important element of the portal will be a universal early childhood application for early childhood programs. An Early Childhood Universal Application Subcommittee was created through HB10-1028. Its primary mission was to develop recommendations on protocols and procedures for creating and implementing a universal application to be used for applications for programs related to early childhood care and education. These recommendations were approved by the GDAB in September 2012 and have also been approved by the Early Childhood Leadership Commission. In launching this component of the early childhood system, we will likely utilize PEAK (Program Eligibility and Application Kit), an online service for Coloradans to conduct eligibility screening and apply for medical, food, and cash assistance programs. PEAK was launched over a year ago and has resulted in significant increases in family inquiries and applications. Training has already been conducted in counties with myriad public and private professionals that work with families to access desired services. Since PEAK currently includes access to some early childhood-related services, this is a natural fit for our early childhood data system and we anticipate it will help increase access and inquiries for services, and also drive interest in other website information on quality (e.g., TQRIS).

Leveraging technology that has already been successfully implemented will help bring down costs for the early childhood data system. Throughout the portal design period we will work with providers and families to design and test interfaces to ensure they are easy to understand and use.

The High-Quality Plan will expand and enrich the resources available for providing rating and quality information to parents through the creation of a new Early Childhood Data System. These system elements are not ends in themselves but will be structured and implemented in

light of the real end: building a TQRIS with the capacity to drive ongoing improvements in program quality to produce school readiness outcomes for Children with High Needs.

### **Progress since Phase 1**

As detailed in the RFP for the design of the Colorado TQRIS, the selected consultant will recommend the necessary components of a strong system focused on continuous quality improvements including valid and reliable tools and processes for monitoring, processes for achieving and maintaining inter-rater reliability, and strategies to ensure an appropriate frequency of monitoring. The interagency Colorado TQRIS Design Team supports the continued use of the Environment Rating Scales and the inclusion of *CLASS*<sup>TM</sup> in the expanded rating system. The *Program Administration Scale*<sup>TM</sup> (PAS)<sup>10</sup> is likely to be included as well. The *PAS*<sup>TM</sup> assesses the quality of administrative practices in ten areas<sup>11</sup> to support improvements in overall program quality.

A crosswalk of state Child Care Licensing regulations with the *Environment Rating Scales* has been conducted by the Division of Child Care. Quality indicators equivalent to Level 3 on the *Environment Rating Scale* will be embedded in the licensing rules at Levels 1 and 2. Programs seeking a Level 3 or 4 will be rated using the full *ERS*. Similarly, the *CLASS*<sup>TM</sup> and the *PAS*<sup>TM</sup> likely will be administered at Levels 3 through 5 and introduced to and promoted with programs in Levels 1 and 2.

### **Changes in the Phase 2 Grant**

Colorado's Phase 2 grant application is similar to our Phase 1 application in this area but takes into account the incredible amount of system development progress that has occurred in the past year. Colorado's TQRIS is considered a program accountability system with standards, data reporting, assessment, and other conditions necessary for quality. The process for determining appropriate policies and procedures for accountability and monitoring has included a broad group of stakeholders across all sectors of the early learning field. Specific work groups have

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<sup>10</sup> Talan, T. & Bloom, P.J. (2008). *Program Administration Scale: Measuring Early Childhood Leadership and Management*. Teacher's College Press.

<sup>11</sup> PAS assesses human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.

focused on rating levels, appropriate assessment tools, alignment of standards to early learning guidelines and practitioner standards, and appropriate incentives and supports. The process has generated consensus on onsite monitoring, program self-assessment, and document review and verification, and the new TQRIS has begun to take shape in Colorado.

**Reductions to the Phase 2 Grant:**

- Due to the reduced funding available, the scope of the services to develop and conduct TQRIS and Early Childhood Data System training to help families use TQRIS has been reduced by 45%. There will be a more intentional focus in identified areas serving large numbers of Children with High Needs. The shared services model and other local efforts and resources will also be leveraged to assist families and conduct trainings.

**B(4) PROMOTING ACCESS TO HIGH-QUALITY EARLY LEARNING AND DEVELOPMENT PROGRAMS**

<b>Selection criterion</b>	<b>B(4) Promoting access to high-quality Early Learning and Development Programs</b>	<b>Page references from State's FY11 application</b>	<b>133</b>
<b>Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b>			

**Executive Summary**

As described in Section B(1), the redesign of the current statewide system necessitates all licensed programs join TQRIS, which is a significant shift in the state's approach to licensing and quality. The TQRIS will now include more than 5,000 programs and providers entering a rated system. The plan to phase-in TQRIS will greatly ease the stress of this large shift in the state's approach to licensed child care and allow the state additional time to fully communicate and train providers on the new TQRIS. However, the phased-in approach will slow the percentage of facilities able to advance in quality during the duration of the grant.

Evidence from our current rating system indicates that the rating process itself is an incentive for quality improvement. A system of support to improve program quality is currently in place in Colorado at all levels. In conjunction with the development and implementation of the TQRIS, we will identify and introduce additional incentives and targeted supports to help programs pursue and maintain quality improvement. We recognize that just moving from level one to level two will require significant resources and attention. Resources and supports will serve programs directly as well as help programs better provide high quality, accessible care for families.

We understand that parents often must prioritize cost and convenience over quality when shopping for care. However, we believe the new TQRIS will help raise parents' awareness of the value of choosing a high quality program. In order to increase the numbers of Children with High Needs in high quality programs, we will systematically prioritize and recruit programs with high percentages of these children (see Phase 1 Appendix F, Methodology and Maps for Identifying High Need Places and Programs). Local Early Childhood Councils and Child Care

Resource and Referral Agencies will be central to the identification and implementation of quality improvement supports to programs and families.

The **goals** for promoting access to high quality, culturally responsive learning and development programs to Children with High Needs are:

1. Twenty percent (20%) of Early Learning and Development Programs are rated in the top three tiers of the TQRIS by December 2016.
2. More than forty-nine thousand Children with High Needs will be served by high quality Early Learning and Development Programs that are rated in the top three tiers of the TQRIS by December 2016.
3. Incentives and supports are in place to encourage programs to continuously improve their services to children and their families and to increase their quality ratings.
4. A shared services approach, aimed at reducing providers' back-office costs in communities where large concentrations of high-need families reside, has been introduced and refined.

### **Progress since Phase 1**

A promising recent entry into the field is Early Learning Ventures (ELV), founded by the David and Laura Merage Foundation. ELV supports a shared services model, or a hub, to help early care and education programs operate more efficiently so they can focus financial and human resources on the quality of care provided to children. A 'hub' for shared services is the one-stop central operation point for a network of center and family child care homes who are working together to strengthen both the quality and fiscal stability of their programs. Hubs promote sustainability by strengthening program management and, thus increasing the possibility that small early childhood programs (i.e., small businesses) reach and sustain high-quality levels. Hubs may include:

- Collective purchases of supplies and shared back-office staff;
- Central administration of government food and tuition programs;
- Pooled resources for professional development; and
- Automated records to ease reporting on funding, program qualifications, and child outcomes.

In August 2012, the Colorado Department of Human Services' Division of Child Care entered into a MOU to create the ELV-CDHS Child Care Licensing Project. Child Care

Licensing Specialists will work with Early Learning Ventures Alliances community-based shared services partnerships, and their affiliates and utilize the ELV infrastructure to review and track CDHS licensing rules, regulations, records, and compliance. The goal of this project is to improve efficiencies and streamline licensing compliance for childcare providers and CDHS licensing specialists and allow ideas for system enhancement to be captured. Providers located in areas identified as high need with a large percentage of child care subsidy enrolled children will be targeted (see Phase 1, Appendix F).

When programs have strong administrative support and capacity, they are more stable, more efficient and more able to focus on the core goal of ensuring the children in their care have the supports they need to succeed in school and life.

### **Changes in the Phase 2 Grant**

#### **Modifications to the Phase 2 Grant:**

- The percentage of programs rated in the top three tiers of the TQRIS by December 2016 is a 6 percentage point reduction from the 2011 application (see pages 139-140 in Phase 1 application). This reduction is reasonable given the reconfigured tiered model which will allow for a more manageable and achievable movement toward a higher tier within a reasonable timeframe for programs and providers. The reduced budget will limit the number of staff available at any point in time to review and provide technical assistance to facilities in their pursuit of higher TQRIS levels.
- The Colorado Department of Human Services' Division of Child Care has developed a shared services model project that will now expand and target providers located in areas of high need serving a large percentage of children receiving child care subsidies. While the Phase 2 RTT-ELC funding has been reduced, these remaining funds will still be used to support the providers' membership and participation in the shared services alliances for their area.

#### **Reductions to the Phase 2 Grant:**

- The design of the shared services demonstration hubs is not needed as a pilot project has already been developed.



## B(5) VALIDATING THE STATE’S TIERED QUALITY RATING AND IMPROVEMENT SYSTEM

Selection criterion	B(5) Validating the State’s Tiered Quality Rating and Improvement System	Page references from State’s FY11 application	143
<b>Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b>			

### Executive Summary

Colorado is committed to a robust external study of the expanded TQRIS; the state has already completed one extensive evaluation of the current TQRIS. Qualistar Colorado, the administrator of our current voluntary common statewide Tiered Quality Rating and Improvement System (TQRIS), commissioned a \$3 million, multi-year study by the RAND Corporation with funding by the private sector. The study was one of the first comprehensive evaluations of a state rating system. The report, published in 2008, provided first-of-its-kind insight into how child care quality ought to be measured in Quality Rating Systems. One of the key lessons learned from the RAND evaluation (see Phase 1, Appendix M) is that developing and evaluating a TQRIS is an iterative, time intensive process.

Accurate and meaningful program quality standards and measurement strategies will be a foundation of Colorado’s new TQRIS. The accurate measurement of quality will help target limited quality improvement supports to those programs and program elements most in need of development. Accurate measurement also ensures resources are applied to the most important levers of quality. A valid TQRIS will achieve and sustain long-term quality improvements that result in increased access to high quality programs for Children with High Needs and increased kindergarten readiness within this population. Research indicates that Children with High Needs who participate in high quality Early Learning and Development Programs make greater developmental gains and are more likely to be prepared for kindergarten than children not participating in these programs.

By leveraging RTT-ELC funds, Colorado will ensure that robust evaluations are conducted to: validate that the tiers reflect differential quality levels; evaluate the accuracy of the process (e.g., inter-rater reliability) and tools used to document and verify indicators; and examine cut scores and rating distribution. Lastly, Colorado will assess the extent to which changes in

quality correlate to gains in learning and school readiness. The child outcome study will occur after piloting and solidifying the TQRIS measures and processes and may occur after the term of the grant, depending on the time required for other processes.

### **Progress since Phase 1**

As described in section B(1), Oldham Innovative Research (OIR) has been developing recommendations related to the development, design, and implementation of Colorado's TQRIS. A draft of basic TQRIS quality components and standards has been released and the levels are undergoing additional examination for sufficient empirical support.

We have consulted with national experts to explore design options for the validation study. We are exploring the possibility of a multi-state partnership but, to date, have not established such collaboration. However, Colorado has long valued the opportunity to participate in (and often, lead) cross-state conversations about common efforts to improve early childhood systems, and we hope to find a partnership option that will be efficient and cost-effective.

### **Changes in the Phase 2 Grant**

#### **Modifications to the Phase 2 Grant:**

- After consulting with key stakeholders and national experts, it was determined that the original Phase 1 budget for a thorough independent evaluation was too low. This is an identified high priority for Colorado. Through Qualistar Colorado's experience with the RAND study, we understand that a validation study is an enormously complex and expensive undertaking. We also understand that it is an undertaking of enormous potential value, both in providing a point of accountability for intended system outcomes and in identifying aspects of the system that can be refined to lead to better processes and results. After consultation with national experts and extensive feedback from our stakeholders, the budget for this item was increased. As shown in the TQRIS High-Quality Plan, the evaluator will be selected through a competitive RFP process. The RFP process will ensure that the contractor engaged to complete the validation study possesses the expertise, knowledge, and skills to conduct the study at a high level of quality. The Early Childhood Leadership Commission, the public-private advisory board that will advise the Office of Early Childhood and the TQRIS Next Generation Advisory Team

will review the RFP before its release. The TQRIS Program Manager will closely monitor the contractor's work to ensure attainment of the purposes, deliverables, and timelines set out in the RFP. We expect RTT-ELC grantees will benefit individually and as a group from opportunities to share expertise, information, and lessons learned related to TQRIS validation efforts.

**Summary High-Quality Plan for B(1)-B(5).** *Table 1.2 outlines our adjusted plan, activities, and timelines for completion. This is aligned to the budget narrative in Part 5.*

**Table 1.2: B(1-5) High Quality Plan for TQRIS**

<b>ID</b>	<b>Section</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
1	B1-B5	Evaluate and select a Project Manager to manage the TQRIS expansion initiative. Include an administrative assistant.	5/1/2013	44 Months (Project Manager serves through 12/31/2016)		CDHS
2	B1-B5	Evaluate and select an administrative assistant to support the Project Manager in managing the TQRIS expansion initiative.	5/1/2013	44 Months (Project Manager serves through 12/31/2016)		CDHS
3	B1-B5	Enable training on Early Childhood Data System: Contracted costs for the design of user friendly guides and digital content to help families understand the capabilities and use of the TQRIS, including materials in Spanish.	7/1/2013	24	7/31/2015	CDHS
4	B3	Develop and conduct culturally and linguistically relevant TQRIS and Early Childhood Data System training to help families use the TQRIS and get access to relevant, timely data. This includes training on accessing reports and using interactive content.	7/1/2014	18	12/31/2015	CDHS
5	B1	Design, develop, and implement the TQRIS, ensuring linkage with the licensing system for Early Learning and Development Programs. This activity starts 4 months prior to the launch of the TQRIS in January 2014.	9/1/2013	40	12/31/2016	CDHS

<b>ID</b>	<b>Section</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
6	B1	Produce technical assistance, training plans, and materials for the Early Learning and Development Programs to understand and use the TQRIS system. As relevant, provide information in Spanish. Conduct necessary training.	9/1/2013	40	12/31/2016	CDHS
7	B2	Identify, modify, and enact the necessary policy, practice, and support changes to apply the requirement that all licensed programs are using the TQRIS by December 2015.	10/1/2014	15	12/31/2015	CDHS
8	B2	Provide training and technical assistance to the non-licensed population to make transition to use of the TQRIS as easy and seamless as possible.	1/1/2013	48	12/31/2016	CDHS
9	B3	Design inter-rater reliability practices for Licensing Specialists to ensure an acceptable level of inter-rater reliability, appropriate frequency of monitoring, and a focus on continuous improvement.	7/1/2013	24	8/1/2015	CDHS
10	B3	Implement inter-rater reliability training and credentialing of all personnel licensed to monitor and rate Programs. Conduct training on and implement use of the inter-rater reliability tools.	10/1/2014	15	12/31/2015	CDHS

<b>ID</b>	<b>Section</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
11	B4	Define, develop, and implement financial incentives aimed at encouraging Programs to continuously improve. Evaluate and assess results to determine whether desired results are achieved. Modify and refine incentives as necessary. Publicize significant Program achievements and share best practices among Programs.	7/1/2013	42	12/31/2016	CDHS
12	B4	Implement shared services project. Evaluate results and refine program through effective statewide demonstrations of business hubs. Plan for expansion (expansion continued after the RTT-ELC period).	1/1/2014	36	12/31/2016	CDHS
13	B5	Begin independent evaluation to validate whether the tiers in the TQRIS accurately reflect differentiated levels of quality. Assess whether changes in quality ratings are related to progress in children's development and school readiness. Note: we anticipate that the study will not be complete by the end of the grant period. Plan for ongoing follow-up.	1/1/2014	36	12/31/16	CDHS

## C(1) DEVELOPING AND USING STATEWIDE, HIGH-QUALITY EARLY LEARNING AND DEVELOPMENT STANDARDS

<b>Selection criterion</b>	<b>C(1) Developing and using statewide, high-quality Early Learning and Development Standards</b>	<b>Page references from State's FY11 application</b>	<b>152</b>
<b>Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b>			

### **Executive Summary**

Colorado's commitment to a P-20 education continuum includes the development and implementation of birth through age 8 Early Learning and Development Guidelines (ELDG). These Guidelines build upon the best state and national examples of developmentally appropriate and holistic information about what children should know and be able to do in their early years. These Guidelines will promote a deeper understanding of children throughout the state and, as such, are being incorporated into the grant-related areas of assessments, TQRIS, and early learning workforce efforts as well as state work on medical homes and developmental screening in health care settings. Critically, these Guidelines will also be disseminated widely to families in an easy-to-use format. The Guidelines will be used by both parents and professionals to enhance their knowledge of child development, to plan activities that promote optimal development, and to guide early and ongoing identification, intervention, instruction, and assessment in multiple developmental domains.

### **Progress since Phase 1**

Colorado's Early Learning and Development Guidelines were completed in August 2012 (see Appendix H). The adoption of these Guidelines into major components of the early learning system – program quality, workforce competence, and assessment – is now underway. The Guidelines are referenced in the TQRIS, workforce, and assessment sections of the Phase 2 application as they will be incorporated into all of these elements of a quality system. For example, the ELDG have been cross-walked with Results Matter, the state's early learning comprehensive formative assessment system, to ensure that the state can appropriately assess child development and learning based on the Guidelines.

Formal adoption of the Guidelines by the major early learning governance structures has begun. In May 2011, the Early Childhood Leadership Commission released an RFP to develop the Colorado Early Learning and Development Guidelines, and Mid-continent Research for Education and Learning (McREL) was selected as the contractor. McREL completed the Guidelines in August 2012 with the approval of the Program Quality, Coordination, and Alignment Committee of the Early Childhood Leadership Commission. In addition, these Guidelines are referenced in the MOU between the Colorado Department of Human Services, the Colorado Department of Education, and the Office of the Lt. Governor. The MOU titled, “A Working Partnership for Colorado Children and Families,” lists the following as a primary objective: “Build and maintain an early childhood system that advances continuous, outcomes-based improvement of programs and services that increase the likelihood of school readiness and early academic success by supporting... the implementation of birth-grade 3 early learning and development guidelines that are aligned to the P-20 educational system.” Furthermore, colleges and universities planning their curriculum for the new four-year early childhood education bachelor’s degree have committed to incorporating the Guidelines into coursework. Finally, the majority of the state’s Early Childhood Councils have already begun making plans for local dissemination and use of the Guidelines, as indicated through their 3-year work proposals to the Colorado Department of Human Services.

Guidelines Content and Review – Decisions made concerning the content of the Guidelines have bolstered their credibility with various stakeholders. The Guidelines are anchored by *The Head Start Child Development and Early Learning Framework* (Framework) as well as the *Colorado PK-12 Academic Content Standards*, which include the *Common Core State Standards* (Common Core). Both the Framework and Common Core underwent extensive national review and comment before publication. In addition, for the birth-to-3 age group, Colorado received permission to adopt California’s *Infant/Toddler Learning and Development Program Guidelines* in their entirety. These guidelines, published in 2006, were developed through an extensive multi-year process and reviewed by more than 30 state and national experts from research, program design and management, instruction and coaching, and parent education. Thus, Colorado’s Early Learning and Development Guidelines are based on extensive national expertise and represent content that has undergone rigorous review and widespread adoption. In order to ensure the Guidelines reflect Colorado needs, the Colorado Guidelines also underwent a



round of extensive state and national review. The Guidelines are developmentally, linguistically, and culturally appropriate for all children, including children with disabilities and developmental delays and English Language Learners.

### **Changes in the Phase 2 Grant**

The budget and scope of work for section C(1) reflects the progress made since the Phase 1 application. The Guidelines as described above are inclusive of all areas of child development and learning, represent the best national work on this issue, and also reflect the needs of the state. The ELDG have undergone extensive review and approval. The source documents have been “tested” in the field in multiple states (in the case of the Framework and the Common Core) or used extensively in a single state (in California). Because, over the past year, Colorado decided to incorporate these established and respected source documents into our Guidelines, a test/dissemination phase – which would have tested the validity and usability of the Guidelines – was determined to be unnecessary. In addition, we are discussing with Thrive by Five Washington, a public-private partnership for early learning, the possible adaptation of the state’s *Love, Talk, Play* campaign to disseminate information to parents concerning child development and early learning. This highly successful campaign has been active in Washington since 2010 and has already undergone review through focus groups and local implementers. Through the adaptation of these materials or those of another state, we expect to greatly reduce many of the expenses of the testing and development of a campaign (including concept design, expert review, field testing, etc.). While there will be some expense in tailoring another state’s campaign to Colorado’s Early Learning and Development Guidelines, we have adjusted the budget for this work accordingly. The following provides detail on High-Quality Plan adjustments:

#### **Modifications to the Phase 2 Grant:**

- The development of a communications plan for demonstration sites has been changed to the development of an overall communications plan for this effort. This plan will support and be incorporated into the comprehensive communications work addressed in A(3). As indicated in A(3), a Communications Manager will be hired to oversee all aspects of a comprehensive and coordinated effort that addresses the major reform elements of this grant including the TQRIS, the ELDG, the Colorado Core Competencies for Early Childhood Teachers and Directors, and the Kindergarten Readiness Assessment and

Results Matter expansion. Some monies remain to support Guidelines-specific needs and activities.

**Reductions to the Phase 2 Grant:**

- The design of the shared services demonstration hubs is not needed as a pilot project has already been developed.
- The contract for third-party services to develop the guidelines is no longer needed since this work has been completed since the Phase 1 proposal. The state now has full birth through age 8 Early Learning and Development Guidelines.
- Activities related to the pilot demonstration sites have been eliminated. The Guidelines are anchored by well-established, national standards and, thus, there is a reduced need to pilot in order to assess the Guidelines' utility. In addition, because the Guidelines have been incorporated into other essential elements of quality – the TQRIS, assessments, and professional competencies – the timeline of full Guidelines roll-out will occur within each of these efforts. Utility and usability of the Guidelines will be evaluated within each initiative as part of the process of continuous quality improvement.
- Travel costs have been eliminated from this plan. Trainings will be incorporated into other local dissemination efforts as indicated elsewhere in this application. Training on the new Guidelines will also be incorporated into phase-in of the new TQRIS and new Core Competencies (described in section D1 below). In addition, professional development trainings conducted by the Colorado Department of Education for all assessment efforts will incorporate the new Early Learning and Development Guidelines as these Guidelines are an essential piece of the assessment process.

## Our Plan Going Forward

**Summary High-Quality Plan for C(1).** *Table 1.3 outlines our adjusted plan, activities, and timelines for completion. This is aligned to the budget narrative in Part 5.*

**Table 1.3: C(1) High-Quality Plan for Standards and Guidelines**

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
1	Define and develop a comprehensive plan to effectively and efficiently disseminate the Guidelines statewide, including activities for early childhood educators and directors and the higher education institutions that prepare them. Includes integration with TQRIS efforts and assessment efforts to ensure appropriate supports are in place to promote understanding of and commitment to the Guidelines by Early Learning and Development Programs statewide.	4/1/2013	3	6/30/2013	CDHS
2	Develop and execute a statewide communications plan targeted to families, including Family, Friend and Neighbor care providers. Include statewide and targeted local engagement to ensure a full understanding of the Guidelines. Contract with third-party firm with bilingual communications expertise.	7/1/2013	12	6/30/2014	CDHS
3	Design and produce printed and electronic materials for stakeholders, including in Spanish, as necessary for statewide deployment of the guidelines.	7/1/2013	2	8/31/2013	CDHS
4	Provide training and support to families, including Family, Friend and Neighbor care, for their understanding of and use of the Guidelines.	1/1/2013	36	12/31/2015	CDHS
5	Evaluate dissemination findings and use the results to refine further Guidelines dissemination (trainings and communications).	1/1/2013	3	3/31/2013	CDHS

## C(2) SUPPORTING EFFECTIVE USES OF COMPREHENSIVE ASSESSMENT SYSTEMS

Selection criterion	C(2) Supporting effective uses of Comprehensive Assessment Systems	Page references from State's FY11 application	163
Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.			

### Executive Summary

Colorado's goal to promote a deeper understanding of children includes the use of the Results Matter: Child and Family Outcomes Program to measure outcomes as part of a comprehensive system of formative early childhood assessment. Results Matter fosters the use of ongoing authentic assessment in a variety of early care and education settings. Through Results Matter, early childhood professionals can better understand each child's developmental progress and make data-driven decisions that inform instructional, programmatic, and policy level strategies that promote positive child outcomes. Results Matter participants use formative assessments to: better engage families in early learning and development goals; individualize instruction and intervention; understand how groups of children progress; and make informed decisions about continuous program quality improvement. Expansion of Results Matter to targeted groups of Children with High Needs means that an increased number of providers and programs have the tools they need to support better outcomes for the children in Colorado who are most at risk for developmental and educational challenges.

Results Matter is a foundational component of Colorado's child and family outcomes system and is available to all interested early care and education programs. By providing professional development, technical assistance, and group discounts for expenses associated with implementing one of the two approved assessment systems – *Teaching Strategies GOLD*® or the *High Scope Child Observation Record*® – Results Matter supports Head Start programs, private child care homes, and child care centers in addition to 31,000 Children with High Needs in the Colorado Preschool Program and early childhood special education. The assessments used in Results Matter measure key domains of school readiness: Social-Emotional, Language, Literacy, Math, Science, Creative Arts, Physical Development and Approaches to Learning. Both assessment systems are shown to be valid, reliable, and effective for use with diverse populations of Children with High Needs including those who are dual language learners and those with disabilities.

In addition to the 45,000 children already served, the proposed expansion of Results Matter will ensure more Children with High Needs receive this service including those served in programs funded through Head Start, Early Head Start, School Readiness Quality Improvement, and Child Care Assistance programs. These children will receive higher quality care by providers who will improve observation of development and learning, reliably assess child progress, and better engage families. Results Matter assessments and outcomes are a crucial part of the coordinated, comprehensive system of screening and assessment in the early years and are aligned with Colorado's P-20 system.

### **Progress since Phase 1**

In the past year, Colorado focused on improving quality in the implementation and alignment of formative assessments under Results Matter. Locally, the Colorado Department of Education (CDE) hosted *Teaching Strategies GOLD*® roundtable events that brought together local administrators, state staff, and representatives from Teaching Strategies, LLC. These meetings resulted in recommendations on customizations to improve the efficiency and quality of the assessment implementation. Nationally, CDE participated in face-to-face roundtable meetings and a newly joined online learning consortium concerning best practices in *Teaching Strategies GOLD*® implementation. As a result of these efforts, CDE has observed improved consistency in practices and improved efficiency in reporting and planning.

For several years, Colorado engaged centers and providers around professional development and assessment data quality activities. Since 2011, 407 additional providers completed the four basic *Teaching Strategies GOLD*® online modules trainings and 975 additional staff achieved reliability certifications, bringing the total to 3,550 trained and 1,870 certified. These activities have resulted in increased knowledge and quality of instructional supports. Data quality efforts continue to be a focus. In fact, the Early Childhood Outcomes Center included Colorado preschool special education outcomes data as part of a national sample submitted to the U.S. Department of Education (see Appendix K). Further, where assessments have shown results below targets, CDE used data to develop new strategies such as preschool mathematics trainings for local programs. Combined, the focus on quality, training, and data allowed CDE to improve assessment practice and make data-driven decisions which will benefit the Phase 2 application strategy of a phased expansion of Results Matter to additional Children with High Needs.

During the past year, Colorado also made progress on linking data systems across departments. Under Colorado's Statewide Longitudinal Data System (SLDS) grant, the Relevant Information to Strengthen Education (RISE) initiative launched the LINK system to connect the Departments of Education, Human Services, and Higher Education. The state has completed an initial pilot, connecting and linking 2 million records from the identified departments. The LINK system will allow departments to connect through existing databases and track child data across the P-20 spectrum. The second phase, to be completed next year, will integrate data from Results Matter, connecting preschool assessment and K-12 data. As the state refines the pilot process and data management technology, the LINK system will expand to other departments and agencies over the next three years.

### **Changes in the Phase 2 Grant**

Colorado's Phase 2 application reduces both the scope and financial support of activities as identified in the Colorado 2011 RTT-ELC application. Specifically, to address section C(2) requirements A through D, Colorado proposes supporting only objectives related to Results Matter with Phase 2 funding. The removal of funding for developmental screening and data systems objectives is based on opportunities to continue work through other existing funds, detailed below. Colorado's application focuses on scaling-up Results Matter in phases to centers and providers serving Children with High Needs.

Unique to the Phase 2 application, goals within the four phases are based on the number of children served rather than the number of centers and providers. Under the 2011 application, goals were set around the number of centers and providers participating in the expansion. Those goals included costs for mobile devices, reference books, certifications, and trainings from the assessment vendor that comprised a significant portion of the prior budget. By moving to scaled phases around the number of children served, CDE will be able to more accurately support assessment fees, which are based on per child costs, and track impact. Further, this allows CDE to focus on children by age or need rather than whole centers and classrooms. While the number of centers and providers served and the number of children served cannot be directly compared, we estimate the 50% reduction in funding will match a 50% reduction in the number of children and providers engaged in phases 1 through 4. This means that approximately 6,700 children and 1,350 providers would have been served under the 2011 application while 3,500 children and 700 providers will be served under the 2012 application.

**Reductions to the Phase 2 Grant:**

- Staff size will still be an integral part of the phased expansion; the 2012 application maintains a substantial FTE given experience gained under the existing Results Matter implementation. The diverse level of early childhood educator professional qualifications and lack of existing infrastructure, when compared to the K-12 system, demonstrated that technical assistance and training were essential to successful implementation of formative assessments. Further, while many of these positions were listed as contractual in the 2011 application, new regulations for the Colorado Department of Education limit the duration and cost of contracting to the point that these positions must be hired staff positions rather than contracted roles.
- Personnel line items 2-5, 9 and 10 (pages 172-173 of the Phase 1 RTT-ELC application) will be adjusted to meet the needs of the reduced expansion of Results Matter. One staff member has been removed and one staff member has been changed to an hourly position. This is achieved in part by sharing the Research Analyst, Administrative Staff, and Statistician with the Kindergarten Readiness Assessment team. The Digital Learning Product Developer position (item 9) will no longer be needed, however an IT Systems Architect will be contracted to support implementation and coordination of the four phases of implementation.
- The contracted IT Systems Architect will be limited to 85 hours annually.
- Finally, the temporary data-entry staff position (item 10) has been removed.
- Changes in staff and sharing of staff will reduce total salary and equipment costs supported by the grant.
- Implementation of Phases 1 through 4 will also be reduced to match available funding. Due to advances in the online assessment system, software purchases are no longer necessary and have been removed from implementation costs. Additionally, books, materials, certifications, and basic trainings are now available free online; significantly cutting costs budgeted in Phase 1 for training and implementation. The development of online tools will allow remaining trainings to be consolidated into regional forums and workshops. Instead of funding vendor-based trainings, the technical assistance and training staff will focus on providing assistance as needed. The availability of free online resources means that many of the budget reductions are direct savings rather than cuts to

services and supports. Most notably, funding for hardware purchases will not be supported; this cut prevents the need to reduce the number of child assessments or essential technical assistance staff. While this is a tough decision, the Phase 2 application prioritizes providing child assessments and teacher training over supporting hardware improvements as the most effective means of improving quality and access.

- Developmental Screening activities 1-11 (pages 171 and 172) of the Phase 1 RTT-ELC application will not be addressed through Phase 2 funding. These screening activities are complementary but separate from the formative assessments in Results Matter; this reduction is a result of reduced grant funding and opportunities to continue developmental screening through existing funding. The Maternal and Child Health Program of the Colorado Department of Public Health and Environment (CDPHE) will continue to support developmental screening as one of nine priority areas listed in their 2011-2015 state plan. Specifically, staff from the Assuring Better Child Health and Development statewide health screening and referral initiative, will continue to work throughout Colorado on the use of standardized developmental screenings in health care settings and facilitate early identification and referral processes. This includes coordination between multiple entities supporting screenings and development of community referral maps. CDPHE will continue to be a partner in the expansion and implementation of Results Matter, but work on developmental screening and child health will be conducted under the Maternal and Child Health Block grant and the Maternal, Infant, and Early Childhood Home Visiting Program grant.
- Child health and development will continue to be a priority in Phase 2, as it will be embedded in the quality building blocks of the TQRIS, Professional Development, and the Early Learning and Development Guidelines as well as activities supporting Healthy Child Care Colorado. Thus, Colorado continues to promote child health and development efforts throughout all quality efforts while working within the scope of a reduced budget.
- Additionally, activities 12-16 on page 172 of the Phase 1 RTT-ELC application relating to the role of the Office of Information Technology (OIT) as related to section C(2) will be removed from the scope of work in the Phase 2 application. As indicated above, data linkage under the SLDS grant will connect and pilot key data from the Departments of



Human Services, Education, and Higher Education. As data linkage efforts expand, Colorado will be able to meet objectives around the linkage of health data from other departments. RISE will target LINK activities to departments and agencies with Data Governance Systems that ensure appropriate data use, sharing, and privacy standards. Entities without Data Governance Systems will receive support to build their own based on best practices learned through the LINK pilot. Pending the establishment of data sharing agreements, the Colorado Department of Public Health and Environment has been identified as an agency to join LINK. The projected timeline for SLDS LINK implementation will be comparable to the 2011 application goals and effectively incorporate more data systems. Use of SLDS resources allows Colorado to strategically reinvest Phase 2 funding throughout the application.

## Our Plan Going Forward

**Summary High-Quality Plan for C(3).** *Table 1.4 outlines our adjusted plan, activities, and timelines for completion. This is aligned to the budget narrative in Part 5.*

**Table 1.4: C(3) High-Quality Plan for Assessment (Outcomes)**

ID	Activity Description	Start	Duration (Months)	Finish	Lead Role
1	Hire Assessment Program Manager who will provide oversight for the Results Matter expansion.	2/1/2013	47 Months (Serves through 12/31/2016)		CDE
2	Hire Assessment Research Analyst who will provide research support for the Results Matter expansion.*	1/1/2014	36 Months (Serves through 12/31/2016)		CDE
3	Hire Administrative Support for the Results Matter expansion.*	2/1/2013	47 Months (Serves through 12/31/2016)		CDE
4	Hire Statistician dedicated to providing analytical support for the Results Matter expansion.*	1/1/2014	36 Months (Serves through 12/31/2016)		CDE
5	Hire Training and Technical Assistance Coordinators to provide support for the Results Matter expansion.	2/1/2013	47 Months (Serves through 12/31/2016)		CDE
6	Hire Regional Technical Assistance Providers to provide technical assistance for the Results Matter expansion.	1/1/2014	36 47 Months (Serves through 12/31/2016)		CDE
7	Contract IT Systems Architect	1/1/2013	48 Months (Serves through 12/31/2016)		CDE
8	Produce and finalize Results Matter Scale Up Plan for Phase 1 including access to on-line assessment system.	1/1/2013	4	4/30/2013	CDE
9	Phase 1: conduct trainings for Early Head Start and Head Start program sites	1/1/2013	8	8/31/2013	CDE
10	Implement Phase 1 to Early Head Start and Head Start for 1,500 children	7/1/2013	6	12/31/2013	CDE

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
11	Produce and finalize Results Matter Scale Up Plan for Phase 2 including access to on-line assessment system.	9/1/2013	4	12/31/2013	CDE
12	Phase 2: conduct trainings for SRQIP and CCAP program sites	1/1/2014	8	8/31/2014	CDE
13	Implement Phase 2 to SRQIP and CCAP for 1,000 children	7/1/2014	6	12/31/2014	CDE
14	Produce and finalize Results Matter Scale Up Plan for Phase 3 including access to on-line assessment system.	9/1/2014	4	12/31/2014	CDE
15	Phase 3: conduct trainings for SRQIP and CCAP program sites	1/1/2015	8	8/31/2015	CDE
16	Implement Phase 3 to SRQIP and CCAP for 1,000 children and all children in Phase 2	7/1/2015	6	12/31/2015	CDE
17	Produce and finalize Results Matter Plan for Phase 4 including access to on-line assessment system.	9/1/2015	4	12/31/2015	CDE
18	Phase 4: conduct trainings for SRQIP and CCAP program sites	1/1/2016	8	8/31/2016	CDE
19	Implement Phase 4 to SRQIP and CCAP children from Phase 3	7/1/2016	6	12/31/2016	CDE

\* Denotes positions shared with the Kindergarten Entry Assessment proposal in Section E(1)

**D(1) DEVELOPING WORKFORCE KNOWLEDGE AND COMPETENCY FRAMEWORK  
AND A PROGRESSION OF CREDENTIALS**

<b>Selection criterion</b>	<b>D(1) Developing Workforce Knowledge and Competency Framework and a progression of credentials</b>	<b>Page references from State's FY11 application</b>	<b>176</b>
<b>Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b>			

**Executive Summary**

Adults who provide early childhood care and education services have an extraordinary opportunity to impact children's growth and achievement. With over 60% of Colorado's young children spending a significant amount of time in the care of those who are not their parents, a stronger workforce is critical to ensuring children's future success. Colorado has made a commitment to supporting early childhood professionals as they work to build their skills and competencies through both education and professional development.

In 2010, the state's P-3 Professional Development Task Force published the *Colorado Early Learning Professional Development Systems Plan*. This plan outlines priorities for strengthening and coordinating the professional development system and is core to the state's efforts to strengthen the early childhood workforce. This plan drove the workforce priorities and activities for Colorado's Phase 1 Race to the Top Early Learning Challenge proposal, as well as for the Phase 2 proposal.

This past year, Colorado produced a draft of new early childhood workforce competencies, known as the Colorado Core Competencies for Early Childhood Teachers and Directors (Core Competencies, see Appendix G), for those involved in teaching children ages birth through 8 years. With the adoption of Core Competencies, Colorado's system for credentialing will be re-aligned and easier to navigate. The new credentials will unify the two systems – one at the Colorado Department of Education and one at the Colorado Department of Human Services – currently in place to credential early childhood educators.

Colorado is also working to align and improve teacher preparation programs. Colorado's Community College System – the front line in offering needed coursework for the majority of early learning professionals in our state – is strong. The Community College System uses

common course development and numbering, and 88% of Colorado's community colleges have received NAEYC Accreditation. However, the state is still struggling to achieve full alignment between 2-year and 4-year degrees. Progress has been made to address this issue, as described below.

### **Progress since Phase 1**

In the spring of 2012, Colorado's Early Childhood Leadership Commission (ECLC) contracted with Oldham Innovative Research for the creation of new Core Competencies for teachers and administrators working with children ages birth through 8 years. Under the direction of the P-3 Professional Development Task Force of the ECLC, Oldham Innovative Research began work in early summer, submitted draft competencies for review in August, and is slated to complete the final competencies in late fall. The Core Competencies are aligned with Colorado's new Early Learning and Development Guidelines and will also align with the new TQRIS. The Core Competencies will be approved by the Early Childhood Leadership Commission and adopted by the Colorado Department of Education (CDE), the Colorado Department of Human Services (CDHS), the Colorado Department of Higher Education (CDHE), and the Community College System and thus will lay the foundation for much of the professional development work in the state, as proposed in this section.

Colorado has taken some important steps for its higher education system over the past year. Most significantly, the Colorado Commission on Higher Education reversed its 1986 decision that prohibited institutions of higher education from offering bachelor's degrees in Early Childhood Education. This decision opens the door for Colorado's colleges and universities to begin offering bachelor's degree programs. Currently the P-3 Professional Development Task Force is coordinating conversations with several universities concerning the launch of a bachelor's degree program. The Colorado State University, the University of Colorado at Denver, the University of Northern Colorado, Regis University, and the Metropolitan State University of Denver anticipate offering an Early Childhood Education bachelor's degree in 2014. As these new four-year degrees are created, the Colorado Department of Higher Education plans to work with Institutions of Higher Education to create true articulation agreements with community colleges to provide a clearer pathway for early childhood professionals to increase their level of education.

Coordination efforts have benefitted from additional changes in state governance. As part of the restructuring of Colorado's early childhood programs, the Early Childhood Professional Development Team moved from the Colorado Department of Human Services into the Office of Early Learning and School Readiness at the Colorado Department of Education. This move allows the Early Childhood Professional Development Team to work more closely with other programs that support and train teachers to enable alignment with public school teacher licensing and teacher evaluation and to be part of professional development discussions, including implementation of Colorado's Educator Effectiveness law (SB10-191).

### **Changes in the Phase 2 Grant**

In order to maximize resources in the RTT-ELC Phase 2 grant application, Colorado has decided to focus on a few key strategies that will provide alignment and clarity for the state as we continue to pursue our long-term goals around workforce development. Colorado will focus on full implementation of the Core Competencies for Early Childhood Teachers and Directors; reform of the state's progression of credentials into a single, comprehensive system; and alignment of coursework from postsecondary institutions and professional development providers with the new Core Competencies.

### **Modifications to the Phase 2 Grant:**

- ***Implementing Core Competencies*** – a key component of the RTT-ELC Phase 1 proposal was the creation and implementation of a Workforce Knowledge and Competency Framework for teachers, directors, assistant teachers, trainers, higher education faculty, coaches, and mentors. While Colorado is committed to this as a long-term goal, in order to narrow the scope for Phase 2, the state will focus on implementing the current *Core Competencies* for teachers and directors only. The state will create and validate evaluation measurement tools for the competency-based professional development system that will allow provisions of credit for prior learning. Importantly, these tools will align with those designed to implement Colorado's innovative Educator Effectiveness law, thereby linking teacher preparation and teacher evaluation systems across all sectors of our early childhood system.

Competencies work for other professionals will be ongoing through other efforts. The Colorado Coaching Consortium is currently finalizing a set of competencies for early childhood coaches. These competencies will be implemented through University of

Colorado-Denver's coaching certification program, as well as through other statewide coaching efforts such as Clayton Early Learning's coaching program, and coaching resources provided by Qualistar Colorado. Thus, the coaching competencies will complement the teacher and director competencies and become an integral part of the new coaching structure that will be created through the Race to the Top-Early Learning Challenge Fund Phase 2 grant. As of this date, there is not a solid plan for creating higher education competencies. However, higher education faculty will begin basing class content on the teacher-director competencies. Faculty from institutions of higher education have been involved in the development of the competencies and are eager to include this content in associate and bachelor degree programs. The creation of the higher education competencies is still a goal for the state (see Colorado's Early Learning Professional Development System Plan) and we will look for opportunities to complete this work through private funding.

- ***Updating the State's Progression of Credentials*** – as discussed in Colorado's Phase 1 proposal, the state's current credentialing system is complicated and uses two separate sets of competencies. Before work was launched to create the new Core Competencies, agreement was reached between the P-3 Professional Development Task Force, the CDE, the CDHE, the CDHS, and the Colorado Community College System that the *Core Competencies* would replace the standards used in both of the current systems. The recent Memorandum of Understanding between the CDE, the CDHS and the Lt. Governor's Office formalizes use and implementation of the new standards for all activities in these agencies. Through the RTT-ELC Phase 2 grant, the Professional Development Team at the CDE will have resources to work with all of the relevant programs to ensure full implementation throughout the professional development system.
- ***Engaging Postsecondary Institutions and Professional Development Providers in Alignment*** – this grant will provide the Professional Development Team at the CDE with resources to engage with postsecondary institutions and professional development providers to align trainings, curriculum, and degrees with the new *Core Competencies*. The P-3 Professional Development Task Force will support this work. Already, they are coordinating with the Colorado Community College System and bachelor's degree-granting institutions to incorporate the *Core Competencies* into two- and four-year degree

curricula. RTT-ELC funds will enhance these efforts and provide staff resources to more fully support integration and implementation of the competencies.

**Reductions to the Phase 2 Grant:**

- Narrowing the scope of activities will allow Colorado to use RTT-ELC resources strategically for one-time expenses associated with the alignment and progression of credentials as well as full implementation of the *Core Competencies*, including alignment with Colorado's new bachelor's degree in Early Childhood Education and integration into current professional development activities. This proposal eliminates funding for the creation of competencies for trainers, higher education faculty, coaches, and mentors. Competencies for coaches and mentors are currently being developed by the Colorado Coaching Consortium. The remaining competencies are still a part of the state's long-term professional development plan but will be funded through other mechanisms in the future.
- This proposal also eliminates mapping the Competency Framework to the availability and content of Professional Development opportunities in order to identify gaps. The proposed Learning Management System will enable the state to track learning opportunities and map trainings that are approved by the state.



## D(2) Supporting Early Childhood Educators

Selection criterion	D(2) Supporting Early Childhood Educators	Page references from State's FY11 application	183
Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.			

### Executive Summary

Access to high quality professional development opportunities is critical to the development of a great early childhood workforce. Colorado currently offers a range of high quality professional learning options for Early Childhood Educators statewide. Initiatives such as Head Start, the School Readiness Quality Improvement Program (SQRIP), Expanding Quality in Infant Toddler Care (EQIT), Pyramid Plus (The Colorado Center for Social-Emotional Competence and Inclusion) and the Colorado Coaching Consortium support ongoing professional development throughout the state. Delivery of professional learning opportunities in Colorado is primarily coordinated by local Child Care Resource and Referral Agencies and Early Childhood Councils. Colorado has worked hard to implement policies and incentives that promote professional improvement and career advancement. The RTT-ELC grant will allow Colorado to expand these efforts by offering training incentives, creating opportunities for formal education, and increasing access to and tracking of professional development opportunities.

In addition, Colorado will create a statewide Learning Management System (LMS) that will not only provide information about the early childhood workforce to the public, policymakers, and administrators but will also provide early childhood professionals increased online access to courses, a tool to track their professional development, and a permanent site to store employment, education, and background check information. The LMS will provide the information necessary for policymakers to identify the characteristics of the early childhood workforce and to better target professionals working with Children with High Needs.

### Progress since Phase 1

One of Colorado's biggest challenges around access to effective professional development opportunities is the lack of a 4-year Early Childhood Education (ECE) degree.

Since submitting the Phase 1 proposal, Colorado has overturned its rule prohibiting bachelor's level degrees in ECE and several 4-year programs are now under development. These efforts are tied into the work of the P-3 Professional Development Task Force, which is working with both community colleges and 4-year institutions to prepare postsecondary institutions and professional development providers with programs that are aligned to the new Colorado Core Competencies for Early Childhood Teachers and Directors (Core Competencies). Colorado is also preparing to align its credentialing system with the competency framework. These efforts will create more opportunities for early childhood professionals to access high quality training opportunities that are aligned with the Core Competencies.

Colorado has also focused on defining the technical specifications and functions of its Professional Development Registry and Learning Management System. The Data Committee of the Early Childhood Leadership Commission and the P-3 Professional Development Task Force have worked closely together to create a plan and an RFP document in preparation for the opportunity to implement the new LMS. This system is currently envisioned as a portal to track workforce data, a tool for early childhood professionals to track their progress and opportunities, and a training platform that will be tied to Colorado's new TQRIS system. The system will also have the capability to link with the TQRIS system and other early childhood data.

### **Changes in the Phase 2 Grant**

#### **Modifications to the Phase 2 Grant:**

- ***Providing and Expanding Access*** – through additional staffing within the Professional Development Team at CDE, Colorado will continue to coordinate efforts to align postsecondary education opportunities with the *Core Competencies*. The state will also coordinate with trainers to align the competencies with trainings through the trainer/training approval system.
- ***Implementing Policies and Incentives that Promote Career Advancement*** –Colorado will implement its plan to provide scholarships, coaching, and other incentives for members of the workforce who directly serve Children with High Needs and populations that are ethnically and linguistically diverse. For example, the state will identify professionals who work in programs that primarily serve children participating in the Colorado Child Care Assistance Program (CCCAP) (see Phase 1, Appendix F). These incentives are crucial to improving workforce capacity and the state is committed to

providing access to professional development activities that will increase program quality. Much of this work will be done through scholarship opportunities, such as T.E.A.C.H., coaching opportunities, and loan forgiveness. While the budget for this section has been reduced by 39%, these activities will be a critical lever for reaching professionals that work with Children with High Needs.

- ***Improving the Coaching Network*** – Colorado is committed to implementing changes within its current coaching network. The state has increased the budget for coaching over last year’s financial allocation. This was done in recognition that coaching is one of the most successful strategies to increase the quality of programs serving Children with High Needs and to help programs advance through the new TQRIS. Currently, Colorado’s coaching network is an informal consortium. Through this funding, Colorado will create a formal structure to support and expand coaching, develop coaching resources tied to the Core Competencies, and create a coaching endorsement or credential.
- ***Learning Management System*** – Colorado will fully implement a Learning Management System. This system will build on existing professional development systems and integrate with other early childhood systems focused on programs and children. Because it will be aligned with the Competency Framework and the new TQRIS, the LMS will help workforce members understand credential requirements, track individual progress, plan improvement, take online courses (including those related to Level 2 of the TQRIS), and locate additional professional development opportunities. The LMS will provide individual and aggregate workforce data that can be correlated with program quality and child outcomes data through linking to other components of the Early Childhood Data System.
- ***Communication and Training*** – Colorado also plans to invest in some key areas in order to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs. As we work to fully implement the Competency Framework, it will be important to implement a communication and training plan to roll out the Competency Framework using the LMS. All of these activities from Phase 1 remain in Colorado’s plan.

**Reductions to the Phase 2 Grant:**

- While Colorado is committed to funding and implementing all of the originally proposed workforce activities, difficult decisions were necessary to reduce the Workforce budget. This proposal focuses on fully implementing and supporting current work while making targeted investments in new infrastructure and supports of early childhood professionals. This proposal curtails plans to deliver local quality initiatives trainings and specific marketing and recruiting efforts. While these efforts would provide value for the state's workforce, fully supporting and aligning some core activities meant some of these initiatives will have to be supported through other funding sources or by incorporating them into other efforts. For instance, instead of specific trainings and professional development opportunities to attract ethnically and linguistically diverse people into the early childhood workforce, the state will emphasize diversity in all trainings. The state will evaluate all developed materials, training, and communications/outreach for inclusivity and the ability to attract diverse populations. Additionally, the state will use the LMS to increase the reach of professional development opportunities.
- This application provides a 66% cut in funds for the LMS. The state has researched the costs to develop model registry systems as implemented by other states and believes it has a solid estimate for the scope of work that we desire. The large cut in funding for the LMS allowed for a decrease in the magnitude of cuts to other areas. To invest as much as possible to target and support teachers working with Children with High Needs, the budget for incentives was only reduced by 39% and the budget to support coaching was increased by 150%.

## Our Plan Going Forward

**Summary High-Quality Plan for D(1 and 2).** *Table 1.5 outlines our adjusted plan, activities, and timelines for completion. This is aligned to the budget narrative in Part 5.*

**Table 1.5: D(1 and 2) High-Quality Plan for Workforce**

ID	Activity Description	Start	Duration (Months)	Finish	Lead Role
1 (All)	Hire Competencies Project Manager to oversee implementation of the Competency Framework, related evaluation tools, their integration into postsecondary institutions, credentialing systems, and professional development programs statewide.	1/1/2013	44 Months <i>Competencies Project Manager will serve through 12/31/2016</i>		CDHS
2 (All)	Hire Professional Development Project Manager to oversee expansion of professional development opportunities including new training modules and programs, an expanded coaching network, and the implementation and roll-out of the Learning Management System	1/1/2013	44 Months <i>Competencies Project Manager will serve through 12/31/2016</i>		CDHS
3 (D1)	Research, develop, pilot, and validate evaluation tools and approaches for assessing personnel and the related quality assurance practices to guide evaluators.	1/1/2014	30	12/31/2015	CDHS
4 (D1)	Develop communication and training strategies and materials to roll-out the Competency Framework, credentials, evaluation tools, and quality assurance approaches to the Workforce.	7/1/2013	9	3/31/2014	CDHS
5 (D1)	Conduct Competency Framework roll-out, with targeted incentives for program directors, teachers, mentors, and career advisors to attend multi-day training.	4/1/2014	12	3/31/2015	CDHS
6 (D1)	Update all inter-institutional agreements among 2- and 4-year higher education institutions to align with the Competency Framework.	7/1/2014	8	2/28/2015	CDHS

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
7 (D2)	Create infrastructure and expand and integrate the coaching network, starting in communities with the greatest concentration of Children with High Needs.	1/1/2013	48	12/31/2016	CDHS
8 (D2)	Create and implement policies and incentives targeting educators who directly serve Children with High Needs and those who support the advancement of such educators.	1/1/2014	36	12/31/2016	CDHS
9 (D2)	Define and develop a Learning Management System, building on existing professional development systems that will help the Workforce understand credential requirements, track individual and aggregate progress, plan improvements, take online courses (including those required in Level 2 of the TQRIS), and find additional PD opportunities. The LMS will also provide ready access to data for reporting purposes for the public and all stakeholders.	1/1/2013	12	12/31/2013	CDHS

## E(1) UNDERSTANDING THE STATUS OF CHILDREN AT KINDERGARTEN ENTRY

Selection criterion	E(1) Understanding the status of children at kindergarten entry	Page references from State's FY11 application	197
Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.			

### Executive Summary

Children who enter school behind tend to remain behind and are at greater risk for significant challenges in school and in life. Carefully measuring a child's status at kindergarten entry as well as her progress throughout the kindergarten year is crucial in delivering effective individualized instruction and ultimately increasing success. To that end, Colorado will begin implementation of a statewide Kindergarten Readiness Assessment program for children enrolled in publicly-funded kindergarten in the 2013-2014 school year. This program requires child assessment in developmental and academic domains and the information of an Individual Readiness Plan (IRP) based on each child's assessment results.

There are two environmental factors at play that have prompted significant changes to the High-Quality Plan for this section:

- *Colorado Achievement Plan for Kids (CAP4K) mandate.* In 2008, Colorado passed landmark education reform legislation, the Preschool to Post Secondary Alignment Act (Senate Bill 08-212), known as the Colorado Achievement Plan for Kids (CAP4K). Pursuant to CAP4K, Colorado is charged to implement a school readiness assessment and individual planning by fall 2013. This timeline necessitates statewide workforce orientation and input and scaled professional development.
- *Upcoming Colorado State Board of Education decision in December 2012.* The second environmental factor is the pending Colorado State Board of Education (SBE) decision regarding the selection of an assessment system, or menu of assessment systems, that will be approved for school district use. CDE staff and members of the School Readiness Assessment Subcommittee (Subcommittee) are in the process of reviewing assessment systems that demonstrate the necessary attributes. *Teaching Strategies GOLD<sup>®</sup>* has emerged as a system that has met all criteria, although other assessment systems have merit. The Subcommittee will present their findings and recommendations to the SBE in

an informational meeting in November 2012. The SBE is scheduled to make their decision at the regularly scheduled December meeting.

The SBE decision may impact both the timing and flexibility in school district implementation of the Kindergarten Readiness Assessment. There is a possibility that the SBE will vote to delay statewide deployment by one year and recommend instead a large-scale pilot in 2013. Colorado has made contingency plans for each of these scenarios, as detailed below (page 86).

There is also a possibility that the SBE will decide to adopt a menu of approved assessment systems from which school districts will choose, as opposed to a single assessment. If a menu is chosen, the Colorado Department of Education will be able to make comparable reporting data available across instruments in order to provide a full picture of the school readiness of kindergarten students across the state. SRI International, through its Early Childhood Outcomes Center, has worked with the Colorado Department of Education's Results Matter initiative for the last nine years on multiple issues related to the measurement of child outcomes. One of these issues was the development of a common metric across multiple assessment tools included in Results Matter. The common metric was necessary to allow CDE to combine the data across the assessment tools for required federal reporting and for reporting within the state. SRI worked closely with the publishers of each of four assessments to develop and validate algorithms that successfully converted item level data to common scale using information about the child's functioning relative to same-age peers. As of fall 2010, the Results Matter menu of assessments has been reduced to two assessments, *Teaching Strategies GOLD*® and *HighScope COR*. The algorithm and the information it provides about children's functioning relative to what is expected for their age is still used to report the data on the three outcomes required by the Office of Special Education Programs at the federal level and to report to the Colorado Legislature and the Lieutenant Governor's office annually. Because the kindergarten assessments under review are the same or extremely similar to those that have been used in Results Matter for nearly a decade, the same methodology would be used to establish a common metric for kindergarten analysis and reporting.



## Progress since Phase 1

Conducted kindergarten entry assessment pilot using *Teaching Strategies GOLD*<sup>®</sup>. The Colorado Department of Education (CDE), in partnership with multiple stakeholder groups, has conducted an assessment pilot with 556 kindergarten-age children in four school districts during the 2011-2012 school year. Teachers, administrators, and CDE staff worked collaboratively to implement the pilot program. The pilot sites were located in a variety of settings across the state (mountain, rural, and urban). This work was financially supported by the Early Childhood Leadership Commission (Colorado's Early Childhood State Advisory Council), the Temple Hoyne Buell Foundation, the Telluride Foundation, and the local school districts.

*Teaching Strategies GOLD*<sup>®</sup>, an authentic observation-based assessment system for children from birth through kindergarten, was selected as the assessment tool for this pilot. This authentic assessment can be administered in multiple environments and incorporates information from a number of adults including parents. When families are engaged in the assessment process they become more knowledgeable about age expectations and are better enabled to support their child's learning and progress. *Teaching Strategies GOLD*<sup>®</sup> has been used successfully for two years in Colorado with more than 40,000 children birth through six years of age and is currently used in all but two of the state's school district preschool programs. Its attributes adhere to the recommendations made by Colorado's School Readiness and Early Childhood Assessment Subcommittee and State Board of Education. This assessment integrates with the well-developed and highly regarded Results Matter referenced in section C(2). The purpose of the assessment pilot was to explore the degree to which *Teaching Strategies GOLD*<sup>®</sup> might be able to meet the goals of Colorado's school readiness assessment which include:

- Using assessment results to improve student outcomes for young children;
- Creating a strong, aligned assessment system birth through the kindergarten year by building on the accomplishments of Results Matter;
- Gathering information to inform planning for first and second grade;
- Enhancing communication and systems linkages between preschool and kindergarten educators; and
- Promoting the use of technology in preschool and kindergarten classrooms to build portfolios rich with evidence of children's developmental progress to ease the time burdens of ongoing documentation and assessment.

During the pilot each stakeholder had set of roles and responsibilities as detailed here:

Participating Groups	Project Activities
Teachers	<ul style="list-style-type: none"> <li>• Complete four online training modules for the <i>Teaching Strategies GOLD</i>® assessment;</li> <li>• Complete Inter-rater Reliability Certification process;</li> <li>• Use iPod Touch camera, video, and dictation features to capture documentation of learning and developmental progress and post results to secure online portfolios;</li> <li>• Complete the <i>Teaching Strategies GOLD</i>® assessment in all domains and report data online for fall, winter, and spring checkpoints;</li> <li>• Participate in ongoing opportunities to reflect with and provide feedback to project staff;</li> <li>• Assist project staff in mapping plans to replicate successful project strategies in other programs;</li> <li>• Participate in four project meetings; and</li> <li>• Participate in on-camera interviews about experiences in the project.</li> </ul>

Participating Groups	Project Activities
Administrators	<ul style="list-style-type: none"> <li>• Support teachers in implementing <i>Teaching Strategies GOLD</i><sup>®</sup> documentation and assessment process by providing:               <ul style="list-style-type: none"> <li>○ Access to secure internet connections;</li> <li>○ Permission to regularly sync iPod Touch devices with an onsite computer;</li> <li>○ Release time for professional development module completion;</li> <li>○ Release time for Inter-rater Reliability test;</li> <li>○ Release time for assessment data entry at three checkpoint periods;</li> <li>○ Release time to attend project meetings; and</li> <li>○ Reflective supervision related to implementation activities</li> </ul> </li> <li>• Provide ongoing feedback to project staff;</li> <li>• Participate in orientation and roundtable events; and</li> <li>• Participate in on-camera interviews about the experiences in the project.</li> </ul>
Results Matter (CDE) Staff	<ul style="list-style-type: none"> <li>• Identify implementation teams (6 teams of 4 educators each);</li> <li>• Host orientation meetings;</li> <li>• Support documentation, technology, and assessment training for teachers;</li> <li>• Negotiate reduced rates for online assessment activities;</li> <li>• Provide ongoing technical assistance for implementation teams;</li> <li>• Act as liaison between project and the assessment vendor;</li> <li>• Host three implementation meetings structured as roundtable events in each community to reflect on team learning, successes, ideas, and feedback;</li> <li>• Video document team processes and reflections;</li> <li>• Conduct a growth analysis of child assessment data; and</li> <li>• Compile project accomplishment reports.</li> </ul>

Several themes emerged from the kindergarten pilot of *Teaching Strategies GOLD*<sup>®</sup> which will be utilized for continuous quality improvement in statewide deployment of the assessment system(s) selected by the SBE:

- The importance of guarding against misinterpretations of “school readiness”;
- Communicating to administrators the importance of assessing both developmental domains as well as academic content domains;
- The estimated time needed to assess an entire class and the subsequent expectations for full-day vs. half-day kindergarten;
- Suggested improvements to the online system to address the needs of kindergarten teachers;

- The use of video documentation as a tool for partnership and communication with families;
- Best practices for teacher training and technical assistance; and
- Adequate communications concerning the alignment of the school readiness assessment with the Colorado Reading to Ensure Academic Development (READ) Act (HB12-1238) and the Colorado Academic Standards.

Passage of the READ Act. The Colorado READ Act passed the Colorado legislature with bi-partisan support and was signed into law in May 2012 (see Appendix L). The READ Act establishes a process for districts to identify students in kindergarten through third grade who read significantly below grade level and to work with their parents to provide extra reading support. The bill also creates the Early Literacy Grant Program (an additional \$4 million separate from per pupil funds for students identified with a significant reading deficiency) to provide funding to districts for literacy assessments, professional development, instructional support, and appropriate interventions. In addition, the state will allocate approximately \$16 million to districts for use in one of four literacy support strategies: full day kindergarten, tutoring services, intervention services, or summer literacy programs. The School Readiness Assessment subcommittee evaluated all assessments for their ability to support the goals of the READ Act.

Colorado's participation in the “*Teaching Strategies GOLD*® Learning Community”. Colorado recognizes that cross-state collaboration can result in improved quality, streamlined policies and procedures, and enhanced information-sharing between agencies in outcomes assessment work. Colorado has convened multi-state meetings about the use of authentic assessment for a number of years. This group has recently become a larger and more formal collaborative that now includes Colorado, Arizona, Delaware, Iowa, Nebraska, Nevada, New Hampshire, New Mexico, Rhode Island, Vermont, and Washington, DC. The *Teaching Strategies GOLD*® Learning Community functions as a policy forum and feedback vehicle for a variety of stakeholders, including the assessment publisher, Teaching Strategies, LLC. Meetings are attended by staff from member states, the Early Childhood Outcomes Center, and staff from *Teaching Strategies GOLD*® including assessment authors, researchers, and technology design team members. Participants offer input on the assessment system as well as resources to allow for more efficient

policies and procedures. Documents such as data-sharing and governance agreements, data privacy agreements, and transfer forms are shared to help move assessment work forward.

### **Changes in the Phase 2 Grant**

The scope of section E(1) has changed significantly from last year's application due to the CAP4K legislative timeline and the pending Colorado State Board of Education decision. The shift from a limited pilot phase to statewide implementation in the fall of 2013 (per legislative mandate) dramatically increases the number of children served, the number of teachers and administrators involved, and the need for increased staff capacity. However, the overall budget for section E(1) has increased by approximately \$30,000. This was accomplished with efficiencies at the state level, plans for sustainability at the local level, and stakeholder feedback to inform continuous quality improvement throughout implementation. Colorado is committed to being compliant with the CAP4K legislative mandate, and therefore is proposing strategic changes to this section.

Shared personnel costs. Several personnel and contract staff, including the Research Analyst, Administrative Staff, Statistician, and IT Systems Architect, will be leveraged to support section C(2) in addition to E(1) to help maintain costs. Several key systems integration and statistical evaluation duties are necessary for both the implementation of a statewide kindergarten readiness assessment and the phased expansion of Results Matter in section C(2). Corresponding fringe benefits are adjusted to reflect these shared personnel costs. Although E(1) provides the assessment(s) to a larger number of children, the implementation in C(2) presumes a more diversely prepared child care workforce requiring a more intensive continuum of training and technical assistance than the public school kindergarten teachers. The public school system has an existing infrastructure to support implementation of the assessment system(s) in elementary school buildings. In addition, the assumed professional level knowledge of curriculum, assessments, standards, and computer literacy is greater among kindergarten teachers, thus requiring a lower level of direct technical assistance and support. Given these factors, the budget reflects a greater emphasis on supporting the cost of the assessment system(s) units compared to staffing.

Promote sustainability planning at the local level. Colorado recognizes proper supports are necessary in order to carry out kindergarten readiness assessment activities beyond the RTT-ELC Phase 2 grant cycle. CDE is exploring discounted rates for units of the assessment tool and

options for additional resources to provide adequate support to districts. To advance sustainability planning, we are proposing a framework of steady reduction in the grant's contribution to the per unit cost of the assessment over four years, beginning with a 100% per unit cost contribution in Year 1 and tapering to a 15% per unit cost contribution in the final year of the grant period. Colorado's Early Childhood Councils are being engaged in conversations about coordinating local efforts to support the rollout of the statewide assessment. As hubs for collaboration and local implementation, Early Childhood Councils will serve as key partners for advancing this work and providing valuable feedback.

We estimate that average per unit cost of an assessment tool or tools (as determined by the State Board of Education) would be \$8.95 to support statewide implementation to approximately 68,000\* kindergartners in Colorado beginning in fall 2013.

<b>Scaffold Pricing for Kindergarten Entry Assessment</b>				
Year	Year 1	Year 2	Year 3	Year 4
Original Unit Cost	\$8.95	\$8.95	\$8.95	\$8.95
% of State Contribution	100%	60%	30%	15%
New Unit Cost to State	\$8.95	\$5.37	\$2.69	\$1.34

\*Assumption: Kindergarten cohort is 68,784 students across all 4 years.

Other potential cost savings realized since the 2011-2012 limited pilot include free teacher and inter-rater reliability training and the availability of the instructional book online instead of purchasing hard copies. Colorado has utilized a vendor that currently offers these savings. We would seek the same savings if we are required to work with other vendors.

In the event that the SBE votes to delay statewide deployment and recommend a large-scale pilot in 2013, the budget for Year 4 will serve as the Year 1 budget to fund the state pilot, with the state fully supporting the per unit cost during the pilot. The state would also contribute 100% of the per unit cost in Year 2 (per the Year 1 budget above) and continue to decrease the contribution as indicated in Years 3 and 4 (per the Years 2 and 3 budget above).

Establish system for ongoing feedback and continuous improvement. The lack of an expanded pilot year puts even more emphasis on the need for continuous quality improvements and venues for information-sharing. True to our culture of continuous improvement, CDE intends to use feedback from the already-completed limited pilot and future statewide deployment to regularly enhance quality improvement activities, process efficiencies, and better manage capacity as the work scales (page 202 of the Phase 1 RTT-ELC application). Colorado views our approach to statewide implementation as a “continuous pilot” – providing an opportunity to increase communication and collaboration between the CDE, teachers, and early care and education providers. This will be accomplished in several ways:

- *Promote collaboration between kindergarten teachers and their preschool counterparts.* It is estimated that 98% of preschool teachers are currently using the same assessment used for kindergarten readiness system in their classrooms. Assessment results can be used as a focal point for joint professional development and to stimulate dialogue between early care and education providers and public school teachers. This will allow the sharing of best practices in operating web-based technology, time management skills when performing observations for a large number of students, uploading information, and other instructional strategies to support learning and engaging families. Methods to incentivize collaboration will also be explored and encouraged.
- *Provide regional technical assistance.* Grant funding will provide additional capacity to ensure school districts are well-informed and have the highest level of technical assistance and support in learning to use the assessment system, including interpreting results and how best to engage families in learning. Training will equip local districts to

work with families in culturally relevant ways and to use information to support their child's development (page 203 of the Phase 1 RTT-ELC application). It is presumed that principals, instructional coaches, and district assessment coordinators are largely responsible for developing in-service training. The grant resources will focus on building capacity to provide a system of supports to bolster assessment implementation and data use.

- *Leverage partnerships in a Kindergarten Readiness Learning Community.* The innovative nature of this collaborative group (at the national level) is a platform for investigating ways to adapt the tool to meet the needs of the state and local districts. Features such as the “Common Core Dropdown Menu” have already been discussed as a way to promote alignment to K-12 standards. Another potential role of this learning community is to explore streamlining requirements for CAP4K, including the mandated individual school readiness plans for students, the READ Act, and additional screening and reporting at the district level in order to ease the burden on early learning professionals.
- *Create partnerships among school districts using a common assessment system.* Colorado will create opportunities for virtual and face-to-face roundtable discussions to share experiences and suggestions to assessment system publishers.
- *Identify, implement, and review desired customization.* State and district staff will work with vendor(s) to identify opportunities to customize assessment tool(s) for easier and more efficient use.

Planned activities for effective data usage and evaluation remain unchanged from last year's grant application (page 203 of the Phase 1 RTT-ELC application).



## Our Plan Going Forward

**Summary High-Quality Plan for E(1).** *Table 1.6 outlines our adjusted plan, activities, and timelines for completion. This is aligned to the budget narrative in Part 5.*

**Table 1.6: E(1) High-Quality Plan for Kindergarten Readiness**

ID	Activity Description	Start	Duration (Months)	Finish	Lead Role
1	Hire Kindergarten Readiness Project Manager who will provide oversight for the Kindergarten Readiness deployment.	2/1/2013	47 Months (PM serves through 12/31/2016)		CDE
2	Hire Implementation Support Coordinator who will provide will provide technical assistance for the Kindergarten Readiness project.	2/1/2013	47 Months (Coordinator serves through 12/31/2016)		CDE
3	Hire Implementation Support Staff who will provide will provide technical assistance for the Kindergarten Readiness project.*	2/1/2013	47 Months (Coordinator serves through 12/31/2016)		CDE
4	Hire Research Analyst dedicated to providing research and analysis support for the Kindergarten Readiness project.*	1/1/2014	36 Months (Serves through 12/31/2016)		CDE
5	Hire Statistician dedicated to providing analytical support for the Kindergarten Readiness project.*	1/1/2014	36 Months (Serves through 12/31/2016)		CDE
6	Identify, implement, and review desired customizations in the assessment system(s).	2/1/2013	40	5/31/2016	CDE
7	Acquire subscriptions to support district participation in assessment system(s).	6/1/2013	36	5/31/2016	CDE
8	Conduct Statewide Implementation. Teachers participating in the School Readiness Assessment Implementation will be asked to attend approximately four meetings per year, complete training on the assessment and use of technology, participate in video documentation of the implementation team activities, and regularly reflect with project staff about their experiences.	8/1/2013	10	5/31/2014	CDE

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
9	Manage Statewide Implementation. Define, develop, and implement communication, training, coaching, and ongoing support strategies and materials. A contracted resource will be leveraged to support the Project Manager in producing and implementing training materials.	8/1/2013	34	5/31/2016	CDE
10	Collaborate with other states to explore best practices for training and producing materials.	1/1/2013	41	5/31/2016	CDE
11	Complete architectural planning for integration between the TQRIS, SLDS, and the Kindergarten Readiness systems.	6/1/2014	6	12/31/2014	CDE
12	Implement the technical architecture to enable sharing of information between the TQRIS and Kindergarten Readiness system.	1/1/2015	6	6/30/2015	CDE
13	Complete data analysis and design report format for reports from the Kindergarten Readiness system.	1/1/2014	6	6/30/2014	CDE

\* Denotes positions shared with the Kindergarten Entry Assessment proposal in section E(1)

## COMPETITIVE PRIORITY 2

Selection criterion	Competitive Priority 2: Including all Early Learning and Development Programs in the TQRIS	Page references from State's FY11 application	208
Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.			

### Executive Summary

As described in section B of this application, the TQRIS will include all licensed Early Learning and Development Programs. Compliance with recently strengthened licensing rules for family child care and the pending revised licensing rules for child care centers will qualify programs for Level 1 of the TQRIS. Strengthening licensing requirements and their enforcement is an efficient and substantial way to both increase the numbers of children participating and to achieve a greater positive outcome for those children in programs that are governed by the state's licensing system and quality standards.

To address the other requirement of this Competitive Priority, Colorado is committing resources as part of the RTT-ELC Phase 2 application to implement strategies to encourage and incentivize participation in the TQRIS by non-licensed programs, with an emphasis on Family, Friend, and Neighbor (FFN) providers. This work will occur later in the grant cycle so that it can be informed by lessons learned and best practices related to the TQRIS implementation in Colorado. Our intent is to build on and provide leadership to extend best practices in the field for all providers who provide care for children, especially Children with High Needs.

Family, Friend, and Neighbor care refers to the network of relatives and close friends and neighbors who are involved with parents in the care and education of young children. According to a 2009 national study completed for ZERO to THREE, one in four parents experience child care-related hardships (e.g., not being able to afford child care, cutting back on child care hours, etc.) that they attribute to the economic downturn.<sup>12</sup> Half of the parents surveyed who have a regular caregiver for their child other than themselves or their spouse/partner rely on a family member to provide child care.

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<sup>12</sup> ZERO to THREE National Center for Infants, Toddlers, and Families. (2009). *Key Findings from a 2009 National Parent Survey: Implications for Infant-Toddler Policy Agenda*. Washington, DC.

While families choose FFN care for many reasons, including inability to find or pay for other care, the majority of families choose it because of the familiar and trusted relationship.<sup>13</sup> Many cultural communities prefer FFN care because it enables them to transfer cultural values and languages, and center-based care in their communities may not meet their cultural and linguistic needs.<sup>14</sup> FFN care helps bridge the current gaps between demand for child care, especially for infants and toddlers, and the availability of affordable, high quality programs. By leveraging appropriate quality improvement supports within the TQRIS to provide information, training, and other supports to FFN providers, we increase the likelihood that the children cared for in those environments will have enriching quality early childhood experiences that prepare them emotionally, socially, and academically for kindergarten. Please refer to section B for more complete details of the TQRIS High-Quality Plan.

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<sup>13</sup> *Helping Family, Friend and Neighbor Caregivers Prepare Children for School.* (2007). State of Washington.

<sup>14</sup> Aisha Ray, *Parent Priorities in Selecting Early Care and Education Programs: Implications for Minnesota's QRIS.*

## PART 4: TABLES AND PERFORMANCE MEASURES

### SECTION A DATA TABLES

We have updated Tables A(1) -1 through 3 with current data. We have also updated Tables 4 and 5 should be updated with FY 2012 figures. Tables 6 through 13 were updated where significant changes have occurred.

<b>Table (A)(1)-1: Children from Low-Income<sup>15</sup> families, by age</b>		
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>
<b>Infants under age 1</b>	26,000	41%
<b>Toddlers ages 1 through 2</b>	35,000	28%
<b>Preschoolers ages 3 to kindergarten entry</b>	81,000 (age 3-5)	43%
<b>Total number of children, birth through kindergarten entry, from low-income families</b>	142,000	37%
<i>Data Source: U.S. Census Bureau, Current Population Survey (CPS), 2011. Note that there is a large margin of error for these estimates. The American Community Survey is a second source for this data but doesn't allow for single-year age categories.</i>		

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<sup>15</sup> Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

**Table (A)(1)-2: Special populations of Children with High Needs**

*The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.*

<b>Special populations: Children who...</b>	<b>Number of children (from birth through kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth through kindergarten entry) in the State who...</b>
<b>Have disabilities or developmental delays<sup>16*</sup></b>  <i>Source: CDE, <a href="http://www.ideadata.org">www.ideadata.org</a>; CDHS, Early Intervention Colorado CCMSWeb FY2011-2012</i>	Part B: 12,350 • Infant/Toddler: 26 • Ages 3-5: 12,324	Part B/619 Preschool: 3.6%
	Part C: 11,762	Part C: 3.4%
<b>Are English learners<sup>17</sup></b>  <i>Source: US Census Bureau, American Community Survey 2011, Table B!6007**</i>	82,664	20%
<b>Reside on “Indian Lands”</b>  <i>Source: 2010 Census Data, State Demography Office – Ute Mountain or Southern Ute Reservation</i>	911 (ages 0-5)	0.3%
<b>Are migrant<sup>18</sup></b>  <i>Source: CDE, Eligible Migrant Student Count, 2011-2012***</i>	686 (ages 0-5)	0.2%
<b>Are homeless<sup>19</sup></b>  <i>Source: CDE, Colorado Homeless Education Data Collection, 2010-2011</i>	1,204 (ages 3-5)	0.4%
<b>Are in foster care</b>  <i>Source: CDHS, AFCARS 2011</i>	3,182	0.9%

<sup>16</sup> For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

<sup>17</sup> For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

<sup>18</sup> For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of “migratory child” in ESEA section 1309(2).

<sup>19</sup> The term “homeless children” has the meaning given the term “homeless children and youths” in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

**Table (A)(1)-2: Special populations of Children with High Needs**

*The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.*

<b>Special populations: Children who...</b>	<b>Number of children (from birth through kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth through kindergarten entry) in the State who...</b>
<b>Children birth through 2 years eligible for Part C based on parents having a developmental disability</b> <i>Source: Early Intervention Colorado, CDHS</i>	52	0.015%
<b>Children in Immigrant Families</b> <i>Source: 2011 American Community Survey</i>	91,835	20%
<p><i>Population estimates for all percentages, unless otherwise noted, are based on 2010 Census data indicating that Colorado has 343,960 children under the age of 5.</i></p> <p><i>*Birth through 2 years unduplicated count.</i></p> <p><i>**20% of children ages 5-17 speak a language other than language in Colorado. There is no data for children ages birth through age 4 who speak a language other than English at home. Applying the same proportion (20%) to the total number of children in Colorado.</i></p> <p><i>***This figure is an estimate based on preliminary counts. The statewide count will be finalized December 1, 2012.</i></p>		

**Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<b>State-funded preschool</b> <i>Specify: Colorado Preschool Program</i> <i>Data Source and Year: CDE, 2011-2012</i>	34	199	19,247	19,480*
<b>Early Head Start and Head Start<sup>20</sup></b> <i>Data Source and Year: Head Start Program Information Report, 2012.</i>	628	1,501	10,415	12,544
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> <i>Data Source and Year: CDE, Exceptional Student Services Unity, December 1, 2011 Child Count; CDHS, Early Intervention Colorado CCMSWeb FY2011-2012</i>	Part B: N/A	Part B: N/A	Part B: 8,671	Part B: 8,671
	Part C: 604	Part C: 1,840	Part C: N/A	Part C: 5,806
<b>Programs funded under Title I of ESEA</b> <i>Data Source and Year: 2010-2011 CSPR</i>	424		6,430	6,854
<b>Programs receiving funds from the State's CCDF program</b> <i>Data Source and Year: CDHS (Data given in estimates due to transition to new automated system. Estimate based on growth rate in program expenditures).</i>	1,360	6,461	10,435	18,255
<b>Nurse Family Partnership</b> <i>Data Source and Year: Invest in Kids, 2011</i>	2,150**		N/A	2,150
<b>Parents as Teachers</b> <i>Data Source and Year: Colorado Parent and Child Foundation, 2011</i>	391	941	1,080	2,412

<sup>20</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.



**Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<b>HIPPY</b> <i>Data Source and Year: Colorado Parent and Child Foundation, 2012</i>	N/A	N/A	502	502
<i>*Represents children served by CPP in the 2011-2012 school year. CPP is authorized to fund 20,160 "slots" but some children access two slots to participate in a full-day program.</i> <i>**Represents funded slots for 2011 program year.</i>				

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>						
<b>Type of investment</b>	<b>Funding for each of the Past 6 Fiscal Years</b>					
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Supplemental State spending on Early Head Start and Head Start<sup>21</sup></b>	0	0	0	0	0	0
<b>State-funded preschool</b> <i>Specify: Colorado Preschool Program</i> <i>Source: CDE</i>	\$38,419,987	\$65,989,666	\$73,270,335	\$70,588,976	\$70,589,126	\$67,106,863
<b>State contributions to IDEA Part C</b> <i>Source: Early Intervention Colorado, CDHS</i>	\$11,471,916	\$12,018,280	\$12,214,815	\$12,337,054	\$13,942,435	\$17,097,261
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry*</b>	\$20,633,636	\$20,124,509	\$23,237,930	\$23,598,715	\$23,063,228	N/A
<b>Total State contributions to CCDF<sup>22</sup></b> <i>Source: CDHS</i>	\$36,233,772	\$40,476,380	\$36,571,733	\$36,253,870	\$35,072,624	\$34,940,849
<b>State match to CCDF</b> <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i> <i>Source: CDHS</i>	Met	Met	Met	Met	N/A**	N/A***
<b>TANF spending on Early Learning and Development Programs<sup>23</sup></b> <i>Source: CDHS</i>	\$5,135,897	\$14,834,346	\$19,261,613	\$13,613,829	\$11,899,469	\$989,673

<sup>21</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<sup>22</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>23</sup> Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

**Table (A)(1)-4: Historical data on funding for Early Learning and Development**

Type of investment	Funding for each of the Past 6 Fiscal Years					
	2007	2008	2009	2010	2011	2012
<b>Early Childhood Councils</b> <i>Specify: CDHS</i>	0	\$1,000,000	\$1,000,000	\$1,000,000	\$500,000	\$0
<b>Even Start Family Literacy</b> <i>Source: CDE</i>	0	\$549,000	\$560,000	\$562,000	\$179,000	\$47,000
<b>Nurse Home Visitor Program</b> <i>Source: Invest in Kids</i>	\$8,638,345	\$9,579,895	\$11,314,869	\$9,862,917	\$11,593,603	N/A
<b>Tony Gramscas Youth Services- Early Childhood</b> <i>Source: CDPHE</i>	\$1,698,200	\$714,523	\$1,929,284	\$797,505	\$1,144,882	\$1,231,571
<b>Early Childhood Mental Health Specialists</b> <i>Source: CDHS</i>	\$1,000,000	\$1,100,000	\$1,100,000	\$1,100,000	\$1,100,000	\$1,100,000
<b>Total State contributions:</b>	\$123,231,753	\$166,383,599	\$179,823,579	\$169,714,866	\$169,093,367	\$122,513,217

*\*These figures include both state and local funds for Per Pupil Revenue. These data do not include Exceptional Children's Education Act state funds that are allocated to districts for children ages 3-21. Local districts do not report the proportion of ECEA funds that are utilized for children with disabilities in preschool.*

**Early Intervention Allocation** – Data given by state fiscal year.

**State match to CCDF** – Data given in other rows related to CCDF are by state fiscal year; the federal match grant is by federal fiscal year. The match grant will be met to the dollar for SFY2011 and SFY2012 once the federal reporting period is closed.

**\*\*State projects match will be met; federal grant award is not closed until 10/31/2012.**

**\*\*\*State projects match will be met; federal grant award is not closed until 10/31/2013.**

**Total State contributions to CCDF** – Data given by state fiscal year.

**TANF spending on Early Learning and Development Programs** – Data given by state fiscal year. TANF spending for early learning and development programs is earmarked through CCCAP. A decrease in those expenditures dramatically reduced the need to draw funds from TANF.

**Even Start Family Literacy** – CDE received the Even Start Family Literacy Program final award in FY2010-11. In FY2011-12 and additional \$47,000 of FY2010-2011 carry-over funds were distributed to grantees. No future federal funding is anticipated to be appropriated.

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>24</sup>					
	2007	2008	2009 <sup>25</sup>	2010	2011	2012
<b>State-funded preschool</b> (October 1 count) <i>Specify: Colorado Preschool Program</i>	13,636	18,475	19,496	19,486	19,480	21,160*
<b>Early Head Start and Head Start<sup>26</sup></b> (funded enrollment) <i>Source: Head Start Program Information Report, 2007-2012</i>	10,834	10,820	10,853	11,178	11,789	12,544
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> (annual December 1 count) <i>Source: Part B, CDE; CDHS, Early Intervention Colorado</i>	Part B: 7,798	Part B: 7,875	Part B: 8,052	Part B: 8,154	Part B: 8,671	Part B: N/A**
	Part C: 4,069	Part C: 4,728	Part C: 5,176	Part C: 5,394	Part C: 5,806	Part C: N/A
<b>Programs funded under Title I of ESEA</b> (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report )	3,551	2,901	1,502***	5,976****	6,854	N/A
<b>Programs receiving CCDF funds****</b> <i>Source: CDHS (average monthly served)</i>	11,461	11,680	12,749	13,411	12,010	9,699
<b>Nurse Family Partnership</b> <i>Source: Invest in Kids</i>	1,511	1,485	1,673	1,698	2,500	N/A
<b>Parents as Teachers</b> <i>Source: Colorado Parent and Child Foundation</i>	1,194	2,135	2,414	2,211	2,412	N/A
<b>HIPPY</b> <i>Source: Colorado Parent and Child Foundation</i>	603	760	707	762	632	502
<p>*Allocated slots.  **Not collected until December 1, 2012.  ** *In this year, Denver Public Schools stopped funding pre-school with Title I.  ****This year reflects an influx of ARRA funds.  ***Average number of children served by month will not match data reported in (A)(1)-3, as per note above. The count of children [(A)(1)-3] may include the same child every month. Calculation for average monthly served was done by multiplying total number of average children served per month times the percent of children age birth through 6<sup>th</sup> birthday. Data given in estimates due to the transition to new automated system. Estimate based on growth rate in program expenditures. The figures reflect a decrease in expenditures between 2010 and 2011 and between 2011 and 2012.</p>						

<sup>24</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

<sup>25</sup> Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

<sup>26</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards**

*Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness*

Essential Domains of School Readiness	Age Groups		
	Infants*	Toddlers*	Preschoolers
<b>Language and literacy development</b>	X	X	X
<b>Cognition and general knowledge (including early math and early scientific development)</b>	X	X	X
<b>Approaches toward learning</b>	X	X	X
<b>Physical well-being and motor development</b>	X	X	X
<b>Social and emotional development</b>	X	X	X
*Colorado is finalizing statewide Early Learning and Development Guidelines for the birth through 8 populations that are slated to be released in 2013. Please reference Section C(1) for more detail.			

**Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State**

*Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.*

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<b>State-funded preschool</b> <i>Specify: Colorado Preschool Program</i>	X	X	X*	X*	
<b>Early Head Start and Head Start<sup>27</sup></b> <i>Source: Head Start Act</i>	X	X	X	X	
<b>Programs funded under IDEA Part C</b>	X	X			
<b>Programs funded under IDEA Part B, section 619</b>	X	X	X*	X*	
<b>Programs funded under Title I of ESEA</b>	X	X	X	X	
<b>Programs receiving CCDF funds**</b>	X	X	X	X	

<sup>27</sup> Including Migrant and Tribal Head Start located in the State.

**Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State**

*Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.*

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<b>Current Quality Rating and Improvement System requirements</b> <i>Specify by tier</i>			X***	X***	
<b>State licensing requirements</b>	Not currently required	Not currently required	Not currently required	Not currently required	
<p><i>*As identified in Colorado’s Quality Standards for Childhood Care and Education Program.</i></p> <p><b>**Programs receiving CCDF funds</b> – The State supports, does not require, counties that recognize a comprehensive assessment system when determining reimbursement for child care assistance services.</p> <p><b>***The requirements are the same for all tiers, in that the same tool is used. The number of points earned is what differentiates the tiers.</b></p>					

**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

*Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.*

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
<b>State-funded preschool</b> <i>Specify: Colorado Preschool Program</i>	X	X	X	X	
<b>Early Head Start and Head Start</b> <i>Source: Head Start Act</i>	X	X	X	X	
<b>Programs funded under IDEA Part C</b>	X	X	X		
<b>Programs funded under IDEA Part B, section 619</b>	X	X	X		
<b>Programs funded under Title I of ESEA</b> <i>(required to meet the same requirements as Head Start for these measures)</i>	X	X	X	X	
<b>Programs receiving CCDF funds</b>	X		X	X	
<b>Current Quality Rating and Improvement System requirements</b> <i>(Source: Qualistar Colorado)</i>	X*		X*		

**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

*Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.*

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
<b>State licensing requirements</b>	X	X	X		
<p><i>* The requirements are the same for all tiers, in that the same tool is used. The number of points earned is what differentiates the tiers.</i></p> <p><b>Part B:</b> For many children in 619 a hearing/vision screening may be required as part of the comprehensive evaluation process.</p> <p><b>Programs receiving CCDF funds:</b> The state supports counties that contract with licensed providers for child care assistance services who are required to meet high quality health practices.</p> <p><b>State Licensing Requirements:</b> Colorado's rules regulating family and child care homes were amended in 2010 adding substantial increases to the high quality health promotion practices. Colorado presently has drafted changes to child care center rules that will substantially increase high quality health promotion practices</p>					



**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<b>State-funded preschool</b> <i>Specify: Colorado Preschool Program</i>	<ul style="list-style-type: none"> <li>• At least two parents must serve on the CPP district advisory council. (22-28-105 C.R.S.)</li> <li>• CPP District Advisory Councils must identify a plan for coordinating the district preschool program with family support services including: nutrition, immunization, health care and dental care, parenting education and support, and social services programs. (22-28-105 (2) (f) C.R.S.)</li> <li>• Before a child is accepted in the preschool program family members must agree to assume the responsibilities for supporting their child in the program. (22-28-110 C.R.S.)</li> <li>• The program has a written plan that defines parent participation in the program.</li> <li>• Information about the program is given to new and prospective families.</li> <li>• Preschool classes are supplemented by teaching activities in the home. An individual teaching plan is developed for each pupil and the district shall provide the parent with the materials necessary to support the teaching plan. (22-28-108 C.R.S.)</li> <li>• A family-centered process is used for orienting children and parents to the program</li> <li>• Staff and parents communicate about child reading practices, including cultural influences, to minimize potential conflicts and confusion for children.</li> <li>• The program's policy openly encourages parent involvement.</li> <li>• Parents are welcome at all times.</li> <li>• Parents and other family members are encouraged to be involved partners in the program in various ways.</li> <li>• The online assessment through Result Matter, provide family portals for teachers to exchange information and reports, and for families to collaborate in collecting documentation.</li> <li>• The program has developed a system to document and maintain an ongoing communication process such as home visits, telephone calls, and written communications.</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
<b>Early Head Start and Head Start</b>	<ul style="list-style-type: none"> <li>• Early Head Start and Head Start programs are required by the Head Start Act participate in Family Engagement activities.</li> <li>• Parents are engaged in program leadership/governance, program improvement and family partnerships with the purpose of supporting families, getting children ready for kindergarten and strengthening communities.</li> <li>• Colorado Head Start programs will also incorporate the new Head Start Parent, Family, and Community Engagement Framework into their current family engagement strategies.</li> </ul>
<b>Programs funded under IDEA Part C</b>	<ul style="list-style-type: none"> <li>• Parent education is embedded into early intervention services, family instruction services, access to Family Guide Books and videos.</li> <li>• Parents are represented on the state Interagency Coordinating Council.</li> <li>• Families receive support through Parent to Parent Conferences, required family membership on local interagency coordinating councils and referral to parent advocacy organizations.</li> </ul>
<b>Programs funded under IDEA Part B, section 619</b>	<ul style="list-style-type: none"> <li>• IDEA requires parents consent/refusal for evaluation and initiation of special education/ related services; explanation of procedural safeguards and dispute resolution' participation in initial evaluation, initial IEP and IEP reviews' and participation in planning for children/ families transitioning from Part C to Part B.</li> <li>• Educational opportunities for families include (not required) PEP (Parents Encouraging Parents) conferences, participation on state and local SEAC (Special Education Advisory Councils) and the Parent Training &amp; Information Center (PEAK Parent Center and Grupo Vida).</li> </ul>
<b>Programs funded under Title I of ESEA</b>	<ul style="list-style-type: none"> <li>• In both Title I Schoolwide and Targeted Assistance programs, parents are encouraged to be involved in their students' program. All the requirements of sections 1118 of ESEA apply to these programs except the requirement for a parent compact.</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<b>Programs receiving CCDF funds</b>	<ul style="list-style-type: none"> <li>Programs receiving CCDF funds provide parent access to the program and ongoing two-way communication with families in accordance with licensing requirements.</li> <li>Some program provide parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development through initiatives in the State, such as Results Matter.</li> </ul>
<b>Current Quality Rating and Improvement System requirements</b>  <i>Specify by tier (add rows if needed):</i>	<ul style="list-style-type: none"> <li>The current Colorado TQRIS is based on a points system and tiers are achieved based on a cumulative number of points earned. A maximum of 10 out of 42 overall possible points can be earned for the Family Partnership component of the TQRIS. In order to earn points in this area programs must provide the following for families:               <ol style="list-style-type: none"> <li>Written information on program philosophy, policies and procedures;</li> <li>Information on parenting practices and child development;</li> <li>Information on extending children’s learning experiences at home;</li> <li>Information on community resources/activities;</li> <li>Opportunities to get to know staff and one another;</li> <li>Regular updates on their child’s progress using a formal mechanism such as a report or parent conference; and</li> <li>Opportunities to participate in decision-making for the program. Responses provided on Family Questionnaires are also used for scouring the bilingual Family Partnership component.</li> </ol> </li> </ul>
<b>State licensing requirements</b>	<ul style="list-style-type: none"> <li>Colorado has drafted and is engaged in stakeholder feedback on standards that will requires child care centers to engages parents on a regular basis regarding the progression and status of children in their care.</li> </ul>

**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>28</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it?  (Yes/No/ Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>Early Childhood Education (8.01) endorsement on a school-age teaching license</b>  <i>Source: Colorado Department of Education</i>	Aligned to Rules for the Administration of the Educator Licensing Act of 1991 competencies.	<del>3,133</del> 4,106	<del>13.7%</del> 15%	Text with strike-through represents figures from Colorado's 2011 Race to the Top-Early Learning Challenge grant application. Updated data reflected below strike-through. If there is no strike-through, current figures do not vary significantly from Colorado's 2011 Race to the Top-Early Learning Challenge grant application.
<b>ECE Special Education Specialist (9.04) endorsement on a school-age teaching license</b>  <i>Source: CDE</i>	Aligned to Rules for the Administration of the Educator Licensing Act of 1991 competencies.	<del>775</del> 972	<del>3.3%</del> 4%	Same as above.
<b>ECE Special education (9.08) endorsement on a teaching license</b>  <i>Source: CDE</i>	Aligned to Rules for the Administration of the Educator Licensing Act of 1991 competencies.	<del>74</del> 135	<del>0.3%</del> 0.5%	Same as above.
<b>Early Intervention Para Professional Certificate</b>  <i>Source: University of Colorado at Denver, PAR2A Center</i>	No	40	0.1%	Reference footnote below.
<b>Child Development Associate (CDA)</b>  <i>Source: Council for</i>	No	Preschool: 571	2.4%	Reference footnote below.
		Infant Toddler: 358	1.5%	

<sup>28</sup> Includes both credentials awarded and degrees attained.

**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>28</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it?  (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Professional Recognition		Family Child Care: 64	0.2%	
		Home Visitor: 4	0.0001%	
<b>Early Childhood Teacher Qualification</b>  <i>Source: CDHS, Division of Child Care</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	<del>774</del> 1,355	<del>3%</del> 5.9%	This qualification will be aligned with the new Workforce Competencies currently being developed.  This increase is due to updated CDHS program licensing requirements that require providers to keep certification letters on file.  Reference footnote below.
<b>Large Center Director Qualification</b>  <i>Source: CDHS, Division of Child Care</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	<del>5,578</del> 8,351	<del>24.4%</del> 36.5%	This qualification will be aligned with the new Workforce Competencies currently being developed.  This increase is due to updated CDHS program licensing requirements that require providers to keep certification letters on file.  Reference footnote below.
<b>Large Center Director Certificate or Infant/Toddler Supervisor Certificate or Early Childhood Teacher Certificate</b>  <i>Source: Colorado Community College System</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	280	1.2%	This qualification will be aligned with the new Workforce Competencies currently being developed.  Reference footnote below

**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>28</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it?  (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>AAS ECE</b>  <i>Source: Colorado Community College System</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	55	0.24%	This qualification has been updated to meet NAEYC accreditation.  Reference footnote below.
<b>Early Childhood Credentials Level I-VI Total</b>  <i>Source: CDE, Early Childhood Professional Development Team</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	Total: 2,373	10.4%	These numbers represent a point-in-time (9/30/2012) total of current credentialed professionals. This credential is voluntary.  This qualification will be aligned with the new Workforce Competencies currently being developed.  Reference footnote below.
		Level I: 969	4.2%	
		Level II: 421	1.8%	
		Level III: 322	1.4%	
		Level IV: 491	2.3%	
		Level V: 163	0.7%	
		Level VI: 7	0.03%	
<b>Infant Toddler Endorsement on the Early Childhood Credential</b>  <i>Source: CDE, Early Childhood Professional Development Team</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	<del>320</del> 367	<del>1.4%</del> 1.6%	These numbers represent a point-in-time (9/30/2012) total of current credentialed professionals. This credential is voluntary.  This qualification will be aligned with the new Workforce Competencies currently being developed.  Reference footnote below
<b>Expanding Quality for Infants and Toddlers Certificate</b>  <i>Source: CDE, Early Childhood Professional Development Team</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	<del>Over 7,000</del> 7,806	<del>31%</del> 34%	This qualification will be aligned with the new Workforce Competencies currently being developed.  Reference footnote below

**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>28</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it?  (Yes/No/ Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>Social Emotional Credential</b>  <i>Source: CDE, Early Childhood Professional Development Team</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	<div>6</div> <div>8</div>	<div><del>0.0002%</del></div> <div>0.03%</div>	<p>This qualification will be aligned with the new Workforce Competencies currently being developed.</p> <p>This percentage figure was calculated incorrectly in Colorado's 2011 Race to the Top-Early Learning Challenge grant application.</p> <p>Reference footnote below</p>

*Note: The percentages in these calculations are low because the denominator in this percentage calculation was determined by combining all early learning professions (Child Care Worker, Educational Administrator – Preschool and Child Care, Preschool Teacher, except Special Education) from the Colorado Department of Labor data. The workforce total is 22,863.*

*Changes from 2011 are noted with a strike-through with new figures below.*

**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?  (Yes/No/ Not Available)
<b><u>Early Children Certificate from 4-Year Institution</u></b> <i>Source: University of Denver</i>		
University of Denver Buell Early Childhood Leadership Certificate	20	Colorado Core Knowledge and Standards for Early Childhood Professionals.
<b><u>Early Childhood Education</u></b> <i>Source: Colorado Department of Higher Education</i>		
Adams State College	0	Aligned to Rules for the Administration of the Educator Licensing Act of 1991 competencies for that endorsement.
Colorado Christian University	4	Same as above.
Colorado State University	22	Same as above.

**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?</b>  <i>(Yes/No/ Not Available)</i>
Fort Lewis College	0	Same as above.
Metropolitan State College of Denver	28	Same as above.
Regis University	0	Same as above.
University of Northern Colorado	16	Same as above.
<b><u>Alternative Teacher Preparation Programs for ECE</u></b>		
<i>Source: Colorado Department of Education</i>		
Archdiocese of Denver	0	Aligned to Rules for the Administration of the Educator Licensing Act of 1991 competencies for that endorsement.
Boulder Journey School	6	Same as above.
Centennial Board of Cooperative Education	0	Same as above.
Colorado Academy	0	Same as above.
Denver Academy	0	Same as above.
Eagle Rock School for Professional Development	0	Same as above.
East Central BOCES	0	Same as above.
Friend's School	5	Same as above.
Mapleton/Boettcher Teachers Program	0	Same as above.
Mountain BOCES	0	Same as above.
Naropa University	0	Same as above.
Northeast BOCES	0	Same as above.
Northwest BOCES	0	Same as above.
San Luis Valley BOCES	0	Same as above.
South Central BOCES	0	Same as above.
Southeastern BOCES	0	Same as above.
Stanley British Primary School	6	Same as above.
Teacher Institute at La Academia	1	Same as above.
Weld County E-3J	0	Same as above.
West Central Licensing Program	0	Same as above.
Colorado Christian University Alt Program	3	Same as above.
Metropolitan State College Alt Program	12	Same as above.



**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?  (Yes/No/ Not Available)
University of Colorado at Colorado Springs Alt Program	0	Same as above.
Colorado State University-Pueblo Alt Program	0	Same as above.
Western State College Alt Program	0	Same as above.
<b><u>Colorado Community College/Associate's Degrees and Early Childhood Certificates and Coursework</u></b> <i>Source: Colorado Community College System</i>		
Arapahoe Community College	22	Yes. In accordance with C.R.S. 23-1-108.5(1) and C.R.S. 23-1-108(7)(a) the participating institutions agree to policies governing the transfer of credit earned at a Colorado community college into a degree program for students seeking Early Childhood Education licensure offered at the Colorado public four-year colleges and universities.  Common course numbering system used for ECE coursed is aligned with the Colorado Core Knowledge and Standards.  Note: Includes 1-year and 2-year and Associate of Applied Science degree.
Community College of Aurora	26	Same as above.
Community College of Denver	38	Same as above.
Colorado Northeastern Community College	0	Same as above.
Front Range Community College	44	Same as above.
Lamar Community College	0	Same as above.
Morgan Community College	5	Same as above.
Northeaster Junior College	1	Same as above.
Otero Community College	10	Same as above.
Pueblo Community College	42	Same as above.
Pikes Peak Community College	14	Same as above.
Red Rocks Community College	30	Same as above.
Trinidad State Junior College	19	Same as above.
<b><u>Non-Colorado Community College System Institutions</u></b> <i>Source: Colorado Community College System</i>		

**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?  (Yes/No/ Not Available)
Colorado Mountain College: Glenwood	14	Yes. In accordance with C.R.S. 23-1-108.5(1) and C.R.S. 23-1-108(7)(a) the participating institutions agree to policies governing the transfer of credit earned at a Colorado community college into a degree program for students seeking Early Childhood Education licensure offered at the Colorado public four-year colleges and universities.  Common course numbering system used for ECE coursed is aligned with the Colorado Core Knowledge and Standards.  Note: Includes 1-year and 2-year and Associate of Applied Science degree.
Delta/Montrose Technical College	13	Same as above.
Western Colorado Community College	3	Same as above.
Currently all postsecondary institutions and other professional development providers in the State align their programs with one of two competency frameworks as indicated above- either the Colorado Core Knowledge and Standards or Rules for the Administration of the Educator Licensing Act of 1991. Colorado plans to align all of these programs under the new Colorado Early Childhood Workforce Competencies that are under development.		

**Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment**

State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	X	X	X	X	X
Domain aligned to Early Learning and Development Standards? (Y/N)	X	X	X	X	X
Instrument(s) used? (Specify)	Teaching Strategies GOLD®	Teaching Strategies GOLD®	Teaching Strategies GOLD®	Teaching Strategies GOLD®	Teaching Strategies GOLD®
Evidence of validity and reliability? (Y/N)	X	X	X	X	X

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Evidence of validity for English learners? (Y/N)	X	X	X	X	X
Evidence of validity for children with disabilities? (Y/N)	X	X	X	X	X
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	We are currently piloting this assessment tool and process. Full implementation is slated to occur in fall 2013. Please refer to section (E)(1) of the grant application for further details.				
Results included in Statewide Longitudinal Data System? (Y/N)	This work is underway and will be in place in 2013.				
Note: CAP4K (SB08-212) mandates that Colorado's school readiness assessment system will be implemented statewide by the fall of 2013. We completed this table based on Teaching Strategies GOLD® which was piloted in the state in 16 classrooms during the 2011-2012 school year. The final decision on which assessment system(s) for statewide deployment will be made by the Colorado State Board of Education in December 2012.					

<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>Early Intervention data system (Community Contract and Management System)</b>	X		X	X			X
<b>Early Intervention Provider and Child Outcomes Database*</b>	X	X	X	X	X		
<b>Quality Rating Database</b>			X			X	

<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b> <i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>NACCRRAware database</b>			X			X	
<b>T.E.A.CH. Early Childhood Scholarship Program database</b>		X	X		X		
<b>Denver Preschool Program database</b>	X		X	X		X	X
<b>Result Matter database**</b>	X	X***	X	Child		X	Participation
<b>CDE Education Data Warehouse (CPP, ECSpED)</b>	X	X	X	Child			Participation
<b>Expanding Quality for infant and Toddlers Database</b>		X					
<b>Child Care Automated Tracking System-CHATS</b>	X		X	X			X
<b>Colorado TRAILS &amp; CCCLS Licensing database****</b>		X	X		X	Structure	
<b>Credentialing Database</b>		X	X		X		
<b>Head Start Program Information Report</b>			X	X	X	X	X

**Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State**

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>CDPHE Integrated Data System (IDS) °</b>	X		X	X		X	X
<b>CDPHE Colorado Immunization Information System° °</b>	X		X	X			X
<p>* Most systems have unique ID numbers generated by their systems, but are not inked or common across data systems. This is true for all the unique ID questions.</p> <p>** The 2009 State Longitudinal Data System (SLDS) grant allocated funds for connecting the Results Matter vendor database with the CDE Essential Data Warehouse.</p> <p>*** We are interpreting "program participation" to mean program funding source. CPP, preschool SpED and Title I collect some participation information, but not attendance data. Results Matter Unique Child and Program IDs are in development (via linking in SASID and License numbers), but are not fully implemented to date.</p> <p>***The CBI Early Childhood Educator Unique ID is located in the CCCLS database. Data on program structure pertains to capacity and ages served at facility. All licensing files are imaged and stored in ACCORDE at CDHS.</p> <p>° Currently tracks follow up for newborn hearing and metabolic screening, as well as some care coordination data with the Health Care Program for Children with Special Needs.</p> <p>°°Immunization Registry: newborn hearing and metabolic screening will be added to the system fall 2011. These results will pull from IDS, which pulls from the electronic birth certificates.</p>							

## SECTION B DATA TABLES

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2013		Target -end of calendar year 2014		Target-end of calendar year 2015		Target-end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool – Colorado Preschool Program  <i>Source: CDE, 2009-2010</i>	823	222	27%	222	27%	222	27%	412	50%	823	100%
Early Head Start and Head Start <sup>29</sup> <i>Source: Head Start State Collaboration Office</i>	47 Programs with 272 Sites	130 Sites	48% of sites	130 sites	48% of sites	130 sites	48% of sites	136 sites	50% of sites	272 sites	100% of sites
Programs funded by IDEA, Part C <i>Source: Early Intervention Colorado, CDHS</i>	N/A*	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part C <i>Source: Early Intervention Colorado, CDHS</i>	10,990	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619 <i>Source: CDE, Exceptional Student Services, 2009-2010</i>	704	139	20%	139	20%	139	20%	352	50%	704	100%

<sup>29</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2013		Target -end of calendar year 2014		Target-end of calendar year 2015		Target-end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
Programs funded under Title I of ESEA	13 LEAs use Title I for pre-school	Data not available	NA	NA	NA	NA	NA	7 districts	50%	13 districts	100%
Programs receiving from CCDF funds	1,867	Data not available	NA	NA	NA	934	50%	934	50%	1,867	100%
Other  <b>Licensed facilities**Child Care, Family Child Care, Preschool Programs</b> Source: CDHS	5,230	NA	NA	NA	NA	2,615	50%	5,230	100%	5,230	100%
<b>Other</b> <i>School Readiness Quality Improvement Program</i> Source: CDE	114	114	100%	114	100%	114	100%	114	100%	114	100%
<p>*Part C services are provided, per IDEA, in “natural environments” with 97.8% of services in CO being provided in the home. As this percentage of home-based services has remained stable over the past several years, we do not anticipate this changing over the next 4 years.</p> <p>**<b>All Licensed Care</b> is included to provide the baseline, unduplicated count, for ALL programs as state preschool, Part B, Title 1 preschool as well as all CCDF funded programs are licensed. Additionally, at least 92% of Head Start programs are licensed and all School Readiness Quality Improvement Programs are licensed. The assumption is made that the number of licensed programs remains the same. Based on Colorado’s approach to include all licensed care in the enhanced TQRIS, we propose that the target numbers in the Licensed Facilities row will be the best for capturing and monitoring progress for this Performance Measure. Finally, based on Colorado’s plan for TQRIS, we anticipate measurable increases in TQRIS participation beginning in calendar year 2014.</p>											

<b>Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.</b>					
	<b>Baseline (Today)</b>	<b>Target- end of calendar year 2013</b>	<b>Target- end of calendar year 2014</b>	<b>Target- end of calendar year 2015</b>	<b>Target- end of calendar year 2016</b>
<b>Total number of programs covered by the Tiered Quality Rating and Improvement System</b>  <i>Source: for Baseline, Qualistar Colorado</i>	478	562	2,115	5,230**	5,230**
<b>Number of programs in Provisional- Current</b> (Lowest and defined as Programs that receive 0-9 Quality points of 42 possible points or a Learning Environment score of 0.)  <i>Source for Baseline: Qualistar Colorado</i>	5	6	0	0	0
<b>Number of programs in Tier 1</b>  <i>Source for Baseline: Qualistar Colorado</i>	11	13	1,600	3,600	3,168
<b>Number of programs in Tier 2</b>  <i>Source for Baseline: Qualistar Colorado</i>	71	83	215	805	1,029
<b>Number of programs in Tier 3</b>  <i>Source for Baseline: Qualistar Colorado</i>	284	334	100	325	405
<b>Number of programs in Tier 4</b>  <i>Source for Baseline: Qualistar Colorado</i>	107	126	150	425	519



Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
Number of programs in Tier 5					
Source for Baseline: <i>Qualistar Colorado</i>	0	0	50	75	109

<b>Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Children with High Needs served by programs in the State</b>	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target-end of calendar year 2013</b>		<b>Target – end of calendar year 2014</b>		<b>Target-end of calendar year 2015</b>		<b>Target-end of calendar year 2016</b>	
		#	%	#	%	#	%	#	%	#	%
<b>State-funded preschool</b> <i>Specify: Colorado Preschool Program</i>	19,480	6,623	34%	6,623	34%	6,623	34%	9,545	49%	10,519	54%
<b>Early Head Start and Head Start<sup>30</sup></b> <i>Source: Program Information Report 2011, Funded Enrollment including Migrant and Native programs</i>	12,544	5,519	44%	5,519	44%	5,519	44%	9,408	75%	12,544	100%
<b>Early Learning and Development Programs funded by IDEA, Part C</b> <i>Source: Early Intervention Colorado, CDHS</i>	5,806 *	0	0	0	0	0	0	0	0	0	0
<b>Early Learning and Development Programs funded by IDEA, Part B, section 619</b> <i>Source: CDE, Exceptional Student Services</i>	8,671 **	Data Not Available		See Note							
Early Learning and Development Programs funded under Title I of ESEA <i>Source: CDE</i>	6,854	Data Not Available		See Note							
Early Learning and Development Programs receiving funds from the State's CCDF program <i>Source: CDHS</i>	9,699	Data Not Available		See Note							
Other  <i>Describe:</i>											

<sup>30</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.**

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2013		Target – end of calendar year 2014		Target-end of calendar year 2015		Target-end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
[Please list which tiers the State has included as “top tiers,” indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information.]											
TOP TIERS = Levels 3 and 4 of Colorado’s TQRIS *Colorado Department of Human Services, Part C: 97.8% of infants and toddlers receive Part C services in the home environment. This percentage has remained stable over the last several years and we do not anticipate a change. **Colorado Department of Education, Part B: <i>Preschool age only – does not include children in kindergarten classrooms</i> NOTE: Current data collection methods do not allow for reporting the specificity of data requested (e.g., we are not able to identify numbers of Children with High Needs served per every program type requested which does not allow for identifying baseline numbers). As proposed in the State Plan, we will use a shared services approach to target communities with the highest needs with quality improvement supports and strategies in order to improve Early Learning Programs (inclusive of CPP, Head Start, Part B, Title I, CCDF, child care), measured by progress in achieving top tiers of the TQRIS, that serve Children with High Needs. The target numbers above were estimated based on the following: <ul style="list-style-type: none"><li>• 18 identified high risk counties with 180,835 children.</li><li>• Estimate 60% of these children, 108,501, require Early Learning Programs.</li><li>• Estimate shared services saturation rate of 46% means 49,910 children will be reached.</li></ul> Estimate approximately 54% of those children, 27,125, will be served by Level 3, 4, or 5 quality programs.											

## SECTION D DATA TABLES

<b>Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework</b>					
	<b>Baseline (Today)</b>	<b>Target - end of calendar year 2012</b>	<b>Target - end of calendar year 2013</b>	<b>Target - end of calendar year 2014</b>	<b>Target – end of calendar year 2015</b>
Total number of “aligned” institutions and providers	17 aligned with the <i>Colorado Core Knowledge and Standards</i>  32 align with the Rules for the Administration of the Educator Licensing Act of 1991	17  32	17  32	24 aligned with the new Colorado Early Childhood Workforce Competencies that are currently under development	49 aligned with the new Colorado Early Childhood Workforce Competencies that are currently under development
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	580	625	700	750	800
<i>This includes all Higher Education, Alternative Teacher Prep Programs, Community Colleges and Non-Colorado Community College System Institutions which is a total of 49. The total number of educators credentialed is based on an approximation of the number of educators that receive credentials annually.</i>					

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
<b>Credential Type 1</b>										
Early Childhood Professional Credential										
Level I	236	1.03%	1,131	4.9%	2,262	9.9%	3,393	15%	4,241	19%
Level II	63	.28%	1,200	5.2	2,400	11%	3,600	21%	4,800	21%
Level III	42	.18%	80	.35%	800	3.5%	2,037	9%	2,514	11%
Level IV	79	.35%	116	.5%	800	3.4%	2,000	8.7%	2,500	11%
Level V	39	.17%	39	.17%	200	.87%	400	1.7%	800	3.5%
Level VI	2	.009%	5	.0002%	10	.0004%	20	.008%	30	.13%
Total	461	2.01%	2,571	11%	6,472	28%	11,450	50%	14,855	65%
<b>Early Childhood Teacher Certificate</b>	99	.43%	109	.47%	126	.55%	158	.69%	198	.87%
<b>Large Center Director</b>	86	.3%	99	.43%	119	.52%	149	.65%	186	.81%
<b>Infant/Toddler Supervisor</b>	48	.20%	53	.23%	64	.28%	80	.35%	100	.43%
<b>AA.ECE and/or AAS.ECE</b>	78	.34%	86	.37%	99	.43%	124	.54%	186	.81%



PART 5: BUDGET PART I: SUMMARY

**BUDGET PART I –BUDGET SUMMARY BY BUDGET CATEGORY**

Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.

<b><u>Budget Table I-1: Budget Summary by Budget Category</u></b> <b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$763,859	\$1,154,000	\$1,154,000	\$1,154,000	<b>\$4,225,858</b>
2. Fringe Benefits	\$181,003	\$209,440	\$209,440	\$209,440	<b>\$809,323</b>
3. Travel	\$117,000	\$182,000	\$157,000	\$157,000	<b>\$613,000</b>
4. Equipment	\$90,588	\$14,000	\$-	\$-	<b>\$104,588</b>
5. Supplies	\$719,826	\$467,854	\$294,619	\$190,827	<b>\$1,673,125</b>
6. Contractual	\$4,203,650	\$5,524,150	\$3,319,150	\$2,561,650	<b>\$15,608,600</b>
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$43,550	\$43,550	\$43,550	\$43,550	<b>\$174,200</b>
9. Total Direct Costs (add lines 1-8)	<b>\$6,119,475</b>	<b>\$7,594,994</b>	<b>\$5,177,759</b>	<b>\$4,316,467</b>	<b>\$23,208,695</b>
10. Indirect Costs*	\$251,030	\$226,527	\$194,434	\$177,231	\$849,221
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$800,000	\$1,550,000	\$1,550,000	\$1,550,000	<b>\$5,450,000</b>
12. Funds set aside for participation in grantee technical assistance	\$100,000	\$100,000	\$100,000	\$100,000	<b>\$400,000</b>
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	<b>\$7,270,505</b>	<b>\$9,471,521</b>	<b>\$7,022,193</b>	<b>\$6,143,697</b>	<b>\$29,907,916</b>
14. Funds from other sources used to support the State Plan	\$40,265,155	\$39,332,155	\$35,682,155	\$35,682,155	<b>\$150,961,620</b>
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>\$47,535,660</b>	<b>\$48,803,676</b>	<b>\$42,704,348</b>	<b>\$41,825,852</b>	<b>\$180,869,536</b>

**BUDGET PART I –BUDGET SUMMARY BY PARTICIPATING AGENCY**

<b><u>Budget Table I-2: Budget Summary by Participating State Agency</u></b> <b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Participating State Agency</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>Colorado Department of Human Services</b>	27,926,775	\$29,817,783	\$28,892,230	\$28,131,677	<b>\$114,768,465</b>
<b>Colorado Department of Education</b>	\$17,101,935	\$17,140,693	\$13,429,418	\$13,311,476	<b>\$60,983,521</b>
<b>Colorado Department of Public Health and Environment</b>	\$415,700	\$357,700	\$257,700	\$257,700	<b>\$1,288,800</b>
<b>Colorado Department of Higher Education</b>	\$25,000	\$26,250	\$-	\$-	<b>\$51,250</b>
<b>Colorado Governor's Office of Information Technology</b>	\$1,241,250	\$1,336,250	\$-	\$-	<b>\$2,577,500</b>
<b>Governor's Office</b>	\$825,000	\$125,000	\$125,000	\$125,000	<b>\$1,200,000</b>
<b>Total Statewide Budget</b>	<b>\$47,535,660</b>	<b>\$48,803,676</b>	<b>\$42,704,348</b>	<b>\$41,825,852</b>	<b>\$180,869,536</b>



**BUDGET PART I –BUDGET SUMMARY BY PROJECT**

Budget Table I-3: Budget Summary by Project--The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.

<b><u>Budget Table I-3: Budget Summary by Project</u></b> <b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>Governance</b>	\$1,482,094	\$1,612,700	\$1,611,450	\$1,536,450	<b>\$6,242,694</b>
<b>TQRIS</b>	\$2,868,072	\$4,865,975	\$2,552,225	\$2,239,725	<b>\$12,525,997</b>
<b>Standards / Guidelines</b>	\$128,500	\$231,250	\$156,250	\$-	<b>\$516,000</b>
<b>Assessment (Outcomes)</b>	\$411,161	\$703,898	\$702,768	\$689,898	<b>\$2,507,725</b>
<b>Workforce</b>	\$ 1,312,003	\$ 1,243,002	\$1,394,948	\$1,178,145	<b>\$5,128,098</b>
<b>K Readiness</b>	\$1,068,676	\$814,696	\$604,552	\$499,479	<b>\$2,987,403</b>
<b>External Projects and Funding</b>	40,265,155	\$39,332,155	\$35,682,155	435,682,155	<b>\$150,961,620</b>
<b>Total Statewide Budget</b>	<b>47,535,660</b>	<b>\$48,803,676</b>	<b>\$42,704,348</b>	<b>\$41,825,852</b>	<b>\$180,869,536</b>

## **BUDGET PART I -NARRATIVE**

*Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including*

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
  - *The designation of the selection criterion or competitive preference priority the project addresses;*
  - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

***We have also addressed the following as part of the Phase 2 Budget Requirements:***

- *Activities we have selected from our FY 2011 RTT-ELC application with an explanation for why these activities will have the greatest impact on advancing our high-quality plan for early learning.*
- *Explanation where we have made financial adjustments from 2011.*

**Agencies Overview:** As illustrated below, there are five agencies active in implementing Colorado's State Plan across its six projects:

### **Agencies:**

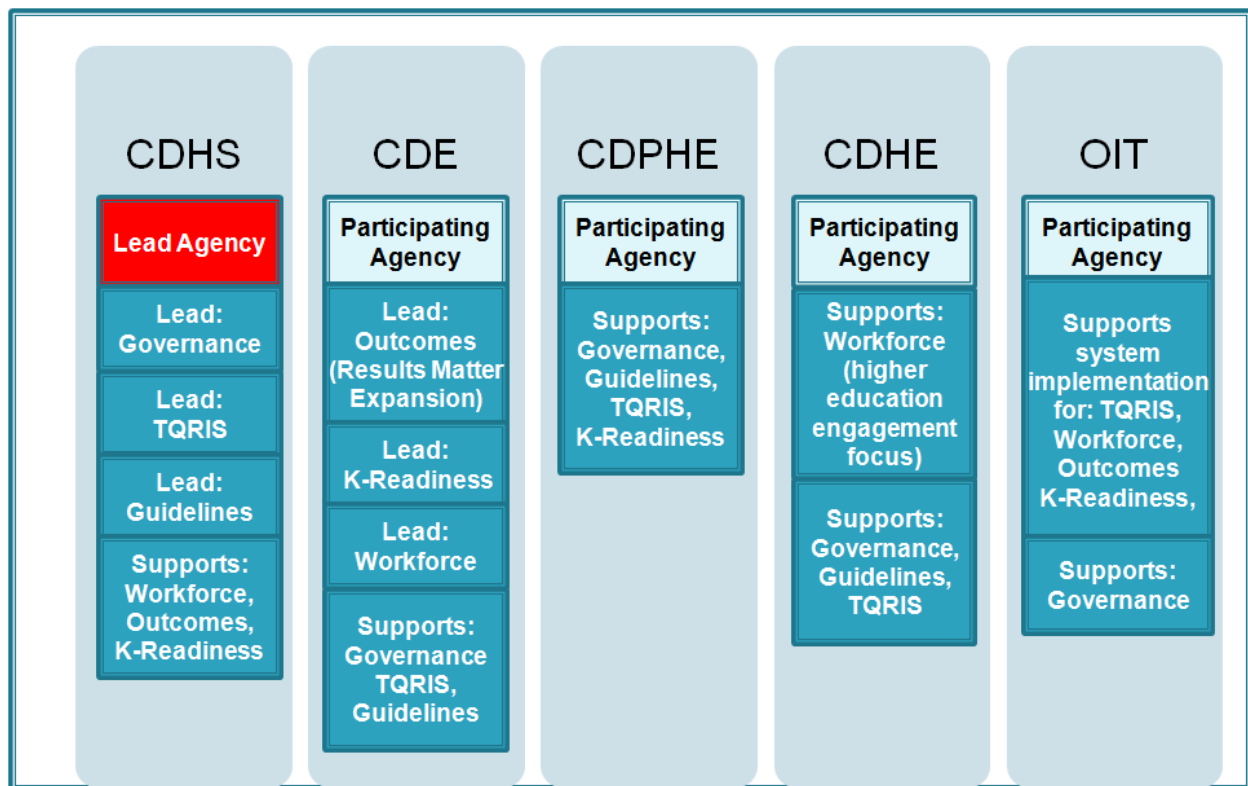
1. Department of Human Services (CDHS)
2. Colorado Department of Education (CDE)
3. Colorado Department of Public Health and Environment (CDPHE)
4. Colorado Department of Higher Education (CDHE)
5. Colorado Governor's Office of Information Technology (OIT)

### **RTT-ELC project titles:**

1. Governance
2. Tiered Quality Rating & Improvement System (TQRIS)
3. Standards and Guidelines (Guidelines)

4. Comprehensive Assessment (Outcomes)<sup>31</sup>
5. Workforce
6. Kindergarten Readiness Assessment (K-Readiness)

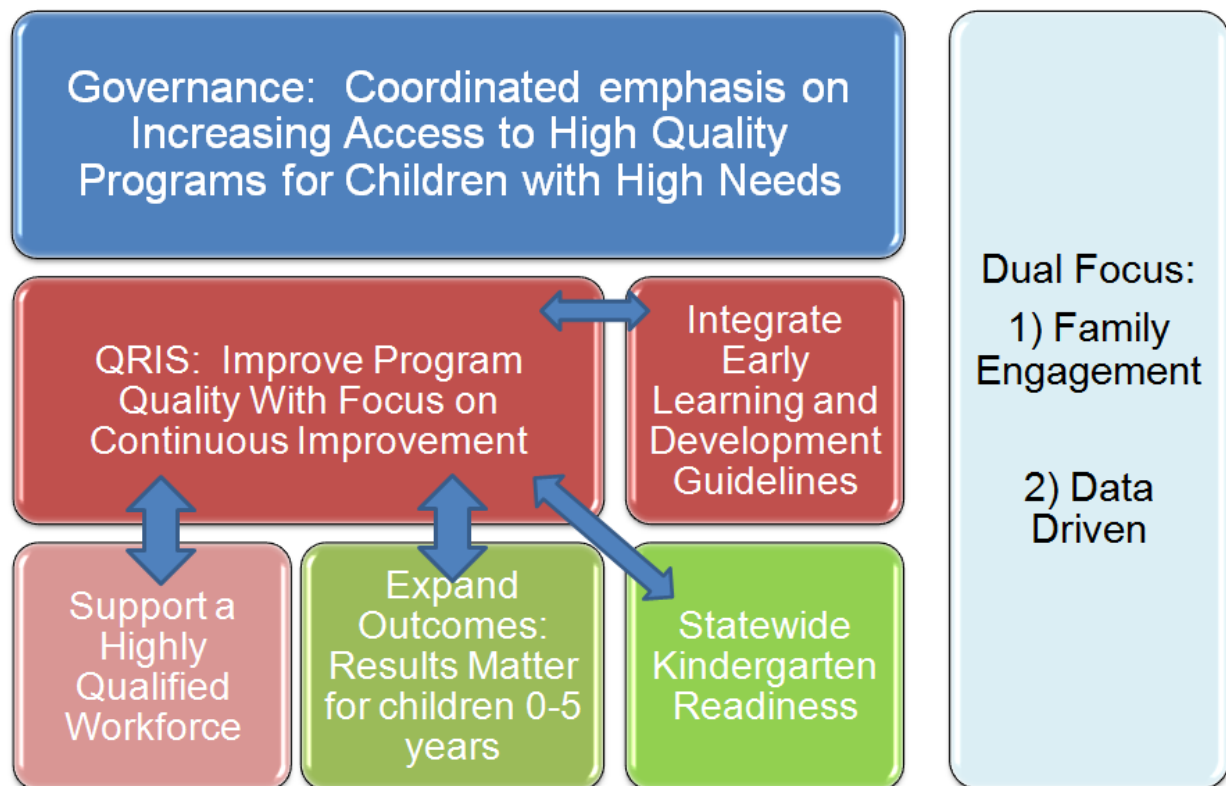
With CDHS serving as the lead agency and the other four agencies assuming key roles congruent with their areas of expertise, the State Plan helps ensure a coordinated, targeted, accountable effort to obtain the ambitious yet achievable goals identified for each of the projects. Taken together, the agencies and projects will result in better outcomes for children especially children and families with high needs. The illustration below summarizes the project responsibilities with greater detail provided in the table that follows.



<sup>31</sup> This project now only includes Birth through 5 assessments. This project no longer includes developmental screening and we are technically referring to this project as Outcomes in this budget narrative.

Agency	Project Responsibilities
Colorado Department of Human Services (CDHS)	<ul style="list-style-type: none"> <li>• Lead agency and responsible for managing grant activities ensuring successful outcomes at both the state and local levels: <ul style="list-style-type: none"> <li>○ Coordination across all participating state agencies</li> <li>○ Primary liaison with the local Early Childhood Councils</li> </ul> </li> <li>• Lead agency accountable for managing the following projects: <ul style="list-style-type: none"> <li>○ Governance</li> <li>○ TQRIS</li> <li>○ Guidelines</li> </ul> </li> <li>• Supports the following projects: <ul style="list-style-type: none"> <li>○ Outcomes</li> <li>○ K-Readiness</li> <li>○ Workforce</li> </ul> </li> </ul>
Colorado Department of Education (CDE)	<ul style="list-style-type: none"> <li>• Participating agency with lead accountability for managing the following projects: <ul style="list-style-type: none"> <li>○ Workforce</li> <li>○ Outcomes (Results Matter expansion)</li> <li>○ K-Readiness</li> </ul> </li> <li>• For the Outcomes project, CDE will focus on assessment in the context of early learning programs (e.g., classroom based assessment) using the system known as “Results Matter.”</li> <li>• Serves as primary liaison and representative for public Pre-K-3 programs, including the support for the statewide implementation of the K-Readiness assessment.</li> <li>• Supports other projects as needed, specifically Governance, Guidelines, and the integration of the Results Matter Assessment and the TQRIS</li> </ul>
Colorado Department of Public Health and Environment (CDPHE)	<ul style="list-style-type: none"> <li>• Participating agency that supports Governance, TQRIS, Guidelines, K-Readiness and other projects as needed.</li> </ul>
Colorado Department of Higher Education (CDHE)	<ul style="list-style-type: none"> <li>• Participating agency supports other projects as needed, including Workforce, Governance, Guidelines and TQRIS</li> </ul>
Colorado Governor’s Office of Information Technology (OIT)	<ul style="list-style-type: none"> <li>• Participating agency with lead accountability for managing the technology development and integration for the following components: <ul style="list-style-type: none"> <li>○ TQRIS (Early Childhood Data System and integration with SLDS)</li> <li>○ Results Matter and K-Readiness data sharing with TQRIS</li> </ul> </li> <li>• Supports other projects as needed; specifically Governance and integration among all key systems and data (e.g., SLDS integration).</li> </ul>

**Project Overview:** Colorado’s six RTT-ELC projects named above are illustrated below and summarized in the table that follows, including reference to the targeted project criterion. Together, these projects constitute a State Plan that is aggressive, yet pragmatic and achievable. The collective results of these six projects will drive better outcomes for the People, Programs and Places with the Highest Needs throughout the state of Colorado. These coordinated and aligned undertakings are each distinct enough to readily pinpoint accountability and measure progress, yet tightly integrated so as to build upon one another and maximize success. Throughout all projects, the State Plan emphasizes a dedication to family engagement.



Project	Selection Criteria	Addressing the State Plan
Governance	A3	<ul style="list-style-type: none"> <li>• Provides the foundational structure to manage, track performance and deliver the State Plan.</li> <li>• Includes the fundamental staffing and structure for daily project operational management, coordination and controls.</li> <li>• Provides communication, technical assistance and direct support to local Early Childhood Councils.</li> <li>• Coordinates and aligns communication and family engagement campaigns.</li> </ul>
TQRIS	B1, B2, B3, B4, B5 Priority 2	<ul style="list-style-type: none"> <li>• Implement a new statewide TQRIS that will include: <ul style="list-style-type: none"> <li>○ Embedded childcare licensing, mandating 100% of licensed providers into TQRIS</li> <li>○ Early Learning and Development Standards</li> <li>○ Comprehensive authentic assessment at higher levels of quality</li> <li>○ Core Competencies for Early Childhood Teachers and Directors</li> <li>○ Family engagement and health promotion strategies</li> <li>○ Highly effective data practice throughout the Early Childhood Data System.</li> </ul> </li> <li>• Provides initiatives and supports to improve program quality and increase access for children with high needs.</li> <li>• Ensures mechanisms for inter-rater reliability, validity of measurement and continuous improvement.</li> <li>• Provides support to encourage non-licensed providers to participate in the TQRIS.</li> <li>• Gives families, providers, policy makers, and all stakeholders access to key data regarding early childhood learning and development including its programs, educators and outcomes.</li> </ul>
Guidelines	C1	<ul style="list-style-type: none"> <li>• Supports the implementation of Colorado’s Early Learning and Development Guidelines with appropriate and necessary training for programs and families.</li> </ul>
Outcomes	C2	<ul style="list-style-type: none"> <li>• Extension of the “Results Matter” (Birth through 5) assessment system</li> <li>• Trains providers and educators on the purposes and uses of the assessment, while making assessment data available to support the improvement of instruction, programs and services.</li> </ul>

Project	Selection Criteria	Addressing the State Plan
Workforce	D1 and D2	<ul style="list-style-type: none"> <li>• Implements Colorado's Core Competencies for Early Childhood Teachers and Directors.</li> <li>• Supports two- and four-year degree programs and professional development (PD) opportunities in integrating the Competencies.</li> <li>• Expands PD opportunities aligned with the Competency Framework to ensure availability statewide, including modules targeted for serving Children with High Needs.</li> <li>• Implements a Learning Management System (LMS) to inform, instruct, guide and publicly report on relevant workforce matters such as credential requirements, online courses, and individual and aggregate PD progress.</li> <li>• Provides free, online training for family, friend and neighbor (FFN) providers supporting Children with High Needs.</li> <li>• Provides initiatives and innovations to accelerate the achievement of professional competencies and career advancement, especially for educators serving Children with High Needs.</li> <li>• Provides support for scholarships and coaching to increase access to professional development opportunities for professionals who serve Children with High Needs.</li> </ul>
Kindergarten Readiness Assessment	E1 Priority 3	<p><i>As noted in the narrative – this project has changed due to changes from 2011-12. In the 2011 grant application – the focus was on piloting the assessment. Now that Colorado has a mandated statewide implementation, this project is now designed to provide support to all Colorado school districts to implement the K-Readiness assessment.</i></p> <ul style="list-style-type: none"> <li>• Implements statewide K-Readiness assessment in all public kindergarten classrooms</li> <li>• Includes access to data, support and technical assistance for providers/educators to learn and use the assessment.</li> </ul>

**Project Structure:** Successful implementation of the State Plan depends upon coordinated and highly effective project management and governance. The following table addresses the organizational structure for each project.

Project	Project Organizational Structure
Governance	<ul style="list-style-type: none"> <li>• As outlined and described in section A(3), a dedicated Grant Director will be responsible for administration of the grant. This resource will be supported by a dedicated, full time support staff.</li> <li>• The Grant Director will report to the Director of the Office of Early Childhood which will ensure full integration with other office and department initiatives.</li> <li>• In order to effectively coordinate communication across projects, the Communications Manager has been moved to this project from the TQRIS project.</li> <li>• All project management staff associated with the grant will report through a matrix structure to this Grant Director.</li> <li>• The Grant Director will have funding authorization as well as direct oversight and control of procurements, staffing decisions, and other critical management decisions.</li> <li>• CDHS will provide additional staffing and support, at no cost to the grant, for communication, information technology, and contract management support.</li> </ul>
TQRIS	<ul style="list-style-type: none"> <li>• A TQRIS Project Manager will be hired to manage the implementation of the TQRIS. This resource will coordinate all TQRIS initiatives, including the design and implementation of the enhanced TQRIS, incentives for local providers, technical assistance and support, and the shared services hub project.</li> <li>• This Project Manager will report directly to the Grant Director.</li> <li>• CDHS will provide additional staffing and support, at no cost to the grant, for communication, information technology, and contract management support.</li> <li>• OIT will manage contracted support staff for the design and implementation of the Early Childhood Data System as well as the integration of TQRIS to SLDS and other systems. The TQRIS Project Manager will manage this relationship with OIT.</li> </ul>
Guidelines	<ul style="list-style-type: none"> <li>• This is largely a contracted service overseen by the Communications Manager.</li> <li>• Additional staffing and support will be provided, at no cost to the grant, for communication, information technology, and contract management support.</li> </ul>



Project	Project Organizational Structure
Assessment (Outcomes)	<ul style="list-style-type: none"> <li>• For the Outcomes project, the Colorado Department of Education will hire a Results Matter Coordinator to manage the planning and implementation. This resource will be supported by support staff. Many of these resources are part-time and are shared with the Kindergarten Readiness project. The Results Matter Coordinator will report through a dotted line (i.e., matrix) structure to the Grant Director.</li> <li>• CDE will provide additional staffing and support will be provided, at no cost to the grant, for communication, information technology, and contract management support.</li> <li>• OIT will also manage the contracted support staff for the integration of Results Matter and TQRIS and other systems. The Results Matter Coordinator will manage this relationship with OIT.</li> </ul>
Workforce	<ul style="list-style-type: none"> <li>• CDE will hire two (2) Workforce Project Managers will be hired to manage the different streams of focus for the Workforce project. One will be focused on professional development and implementation of the Learning Management System while the other will focus on the evaluation of the Core Competencies for Early Childhood Teachers and Directors.</li> <li>• These resources will report directly to the Director of the Professional Development Team at CDE and through a dotted line to the Grant Director.</li> <li>• CDE will provide additional staffing and support, at no cost to the grant, for communication, information technology, and contract management support.</li> </ul>
Kindergarten Readiness Assessment	<ul style="list-style-type: none"> <li>• CDE will hire a Project Manager to manage the planning and implementation of the Kindergarten Readiness Assessment. This resource will be supported by support staff. Most of these resources are part-time and are shared with the Results Matter (Outcomes) project. These resources will provide technical assistance and support for the Kindergarten Readiness project. The K-Readiness Project Manager will report through a dotted line (i.e., matrix) structure to the Grant Director.</li> <li>• CDE will provide additional staffing and support, at no cost to the grant, for communication, information technology, and contract management support.</li> </ul>

**Additional budget considerations:** The budget as detailed below is designed to expedite achievement of this ambitious plan. In every project, a key component for local entities and organizations will be strategically utilized. While approximately \$5.45M of this budget is specifically designated as local funding, Contractual expenses also include engagement of local non-profit and private entities in to implement this plan. This includes organizations with expertise serving Children with High Needs. Thus, a significant portion of resources categorized as Contractual expenses fund training, support, and communications at the local level.

The focal funds (i.e., funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners) include support and enablement of the 31 local Early Childhood Councils statewide. These Councils historically have demonstrated a strong track record of efficient and successful community engagement. As part of the grant governance activities, the state agencies, led by CDHS, will monitor and track all expenditures to these Councils and other local recipients to ensure accountability and improved outcomes at the local level. This administration and oversight will ensure use of funds in alignment with the vision and goals of the State Plan.

Finally, in developing this budget, we actively considered the number of children to be served. For example, in the distribution of funds for local implementation, the creation of initiatives to drive desired behaviors, the education of our workforce, the piloting of the assessment, the deployment of guidelines, and truly throughout all activities, we assessed the number of people, programs and places to be served, targeting those with the highest need, and set our estimates accordingly. This State Plan, including its budget, was devised through a collaborative effort inclusive of senior representation from state agencies, local partners, providers, private foundations, post-secondary institutions, non-profits, children's advocacy groups, business partners, and others. We challenged one another to be aggressive, comprehensive and pragmatic in our thinking; accountable in our due diligence; and above all, to always keep the children we serve at the forefront. The budget for this State Plan is the result of this collaboration, and we are confident it will yield ambitious yet achievable benefits for the children and families to be served.

## PHASE 2 FINANCIAL SUMMARY

For this section, we have responded in the following manner.

1. **Summary Budget Comparison.** We describe the differences between Phase 1 and 2 budgets at the project, agency and category level.
2. **Project Investments.** Organized by project, we have outlined categorical spending and explained why these investments have the most impact on our State Plan.
3. **Reductions.** Organized by project, we have identified the specific funding reductions and provided an explanation for these reductions.

**Summary Budget Comparison:** This section summarizes the differences between Phase 1 and Phase 2 budgets.

Project Comparisons: The first comparison is the difference in total project spend (including external funding) in the table below.

OVERALL STATEWIDE BUDGET BY PROJECT				
Project	2011 Total	2012 Total	Difference from 2011	% of Phase 1 Budget
Governance	\$ 10,570,817	\$ 6,242,694	\$ (4,328,124)	59%
TQRIS	\$ 19,693,020	\$ 12,525,997	\$ (7,167,023)	64%
Standards / Guidelines	\$ 2,705,237	\$ 516,000	\$ (2,189,237)	19%
Assessment (Outcomes)	\$ 13,365,453	\$ 2,507,725	\$ (10,857,729)	19%
Workforce	\$ 10,560,919	\$ 5,128,098	\$ (5,432,820)	49%
K Readiness	\$ 2,956,330	\$ 2,987,403	\$ 31,072	101%
Totals	\$ 59,851,776	\$ 29,907,916	\$ (29,943,860)	50%

The following table summarizes the high level reasoning for project-level investments.

<b>Project</b>	<b>Investment Summary</b>
<b>Governance</b>	This project gives Colorado the ability to manage the grant, produce highly effective communications, and empower local organizations. Colorado has adopted a lean management structure for the state administration of the grant. This allows the maintenance of nearly 75% of the governance budget to be directed at support to projects for Children with High Needs, including over \$3.2M to local Early Childhood Councils.
<b>TQRIS</b>	TQRIS is a fundamental priority for the State Plan and justifies the highest investment; Colorado has maintained 65% of the original budget to ensure integrity of this project. Colorado has prioritized investments in the TQRIS system, TQRIS validation, supports and training for providers, and the Early Childhood Data System as the major investments.
<b>Standards / Guidelines</b>	Due to Colorado's significant progress in developing Colorado's birth through age 8 Early Learning and Development Guidelines, and the integration of established guidelines; this project investment has been reduced from 2011 because guidelines development is finished and a demonstration phase is no longer considered necessary. The focus of this project now is centered on the development and execution of a statewide communications plan, with local supports, targeted to families, including Family, Friend and Neighbor care.
<b>Assessment (Outcomes)</b>	The largest reduction compared to the Phase 1 budget, is the elimination of the Developmental Screening component. With a priority on TQRIS and the Kindergarten Readiness projects, the Outcomes project is fully aligned to these priorities by investing in birth through age five assessments through the Results Matter program, but the focus has been narrowed to formative assessments, without comprehensive health-based screening (e.g., Ages and Stages). This funding was reduced by 81% but through capacity investments and a phased-in deployment plan, we will significantly increase birth through age five assessments and build sustainable workforce capacity in their use.
<b>Workforce</b>	Colorado fully understands the importance of a highly qualified early childhood education workforce and has demonstrated this priority in the last year through completion of the Core Competencies for Early Childhood Teachers and Directors, which was a funded activity in the 2011 plan. (Note: competencies for other early childhood professionals will be developed at a future time). This project now focuses on teacher and director Core Competencies implementation in higher education and professional development, workforce supports to obtain competencies, and the development of the state wide Learning Management System that will transform the tracking of the workforce and the delivery of professional development for Colorado's workforce community.
<b>Kindergarten Readiness</b>	Per state law, Colorado will deploy a statewide Kindergarten Entry Assessment to every school district in 2013. This project funding will significantly help school districts implement this new system. In addition to providing financial incentives to school districts, the project offers effective training and regional supports to ensure successful adoption. Colorado has increased the funding for this project due to the critical importance of this project but has developed a plan that ensures longer term sustainability at the school district level.
<b>External Projects and Funding</b>	As demonstrated in accomplishments in the past year, Colorado continues to leverage every available financial asset to continue to promote increased access to high quality programs for Children with High Needs. Colorado will continue to make these investments to match the Round 2 funding to maximize the impact.

Participating State Agency Comparisons: In terms of Participating State Agency funding, the following table illustrates changes from 2011Phase 1 grant.

<b>OVERALL STATEWIDE BUDGET BY AGENCY</b>				
<b>Agency</b>	<b>2011 Total</b>	<b>2012 Total</b>	<b>Difference from 2011</b>	<b>% of Phase 1 Budget</b>
<b>Department of Human Services</b>	<b>\$ 36,817,393</b>	<b>\$ 21,809,039</b>	<b>\$ (15,008,354)</b>	<b>59%</b>
<b>Department of Education</b>	<b>\$ 8,251,988</b>	<b>\$ 5,495,127</b>	<b>\$ (2,756,860)</b>	<b>67%</b>
<b>Department of Public Health and Environment</b>	<b>\$ 5,399,796</b>	<b>\$ -</b>	<b>\$ (5,399,796)</b>	<b>0%</b>
<b>Department of Higher Education</b>	<b>\$ 575,000</b>	<b>\$ 26,250</b>	<b>\$ (548,750)</b>	<b>5%</b>
<b>Governor's Office of Information Technology</b>	<b>\$ 8,807,600</b>	<b>\$ 2,577,500</b>	<b>\$ (6,230,100)</b>	<b>29%</b>
	<b>\$ 59,851,776</b>	<b>\$ 29,907,916</b>	<b>\$ (29,943,860)</b>	<b>50%</b>

This table does not include the external funding but we have maintained more than 50% of the funding levels for the Colorado Department of Human Services and the Department of Education. Since reductions were made on implementing developmental health screening, this eliminated funding for the activities that were allocated to the Colorado Department of Public Health and Environment. Reductions in the Governor's Office of Information Technology (OIT) reflect the reduction of system infrastructure investments, including the Developmental Screening tool. In addition, the implementation of the Learning Management System is no longer being implemented by OIT but instead is being managed by the Colorado Department of Human Services. Progress on the workforce components reduced the need for continued funding for many of the activities within the Colorado Department of Higher Education.

Categorical Comparisons: The following table outlines the differences between Phase 1 and Phase 2 by categorical spend.

OVERALL STATEWIDE BUDGET BY CATEGORY				
Agency	2011 Total	2012 Total	Difference from 2011	% of Phase 1 Budget
Personnel	\$ 3,177,344	\$ 4,225,859	\$ 1,048,515	133%
Fringe Benefits	\$ 582,669	\$ 809,323	\$ 226,654	139%
Travel	\$ 850,000	\$ 613,000	\$ (237,000)	72%
Equipment	\$ 87,676	\$ 104,588	\$ 16,912	119%
Supplies	\$ 1,954,540	\$ 1,673,125	\$ (281,415)	86%
Contractual	\$ 34,885,650	\$ 15,608,600	\$ (19,277,050)	45%
Training Stipends	\$ -	\$ -		
Other	\$ 152,000	\$ 174,200	\$ 22,200	115%
Indirect Costs	\$ 1,886,898	\$ 849,221	\$ (1,037,677)	45%
Local Funding	\$ 15,875,000	\$ 5,450,000	\$ (10,425,000)	34%
Technical Assistance	\$ 400,000	\$ 400,000	\$ -	100%
	\$ 59,851,776	\$ 29,907,916	\$ (29,943,860)	50%

- Personnel:** We have made an intentional effort to build better sustainability while reducing longer term costs. While our costs of personnel are higher, the capacity building we will accomplish through these personnel are an investment in the long term sustainability of our projects. The expenses focus on building and transitioning expertise to providers, local councils, community partners, families, and existing state personnel, which allows for the longer term sustainability at a lower operational cost. Supporting categorical costs for personnel are also subsequently higher due to this investment (equipment, other, and fringe benefits). In addition, since Colorado has implemented many components in the Phase 1 plan, the type of work outlined in the Phase 2 plan is more personnel intensive and less dependent upon contractors.
- Contractual:** As noted above, we have intentionally reduced contracted resources to reduce operating costs while improving longer term sustainability through capacity building. In addition, several significant contractual expenses proposed in Phase 1 were completed in the past year including development of the Early Learning and Development Guidelines, the Core Competencies, and a draft of the TQRIS standards. Significant reductions were also made in this category through contracted costs

associated with investments in the Developmental Screening. Every investment made in this category has been scrutinized to ensure it's completely aligned to the state plan as well as recalibrated to ensure estimates are both accurate and competitive.

- **Local Funding:** Local funding is reduced by over 60% from Phase 1. From the local funding category, we reallocated \$2M for scholarships and professional development incentives to increase workforce knowledge building and capacity and to allow for more consistency in distributing these resources. This also allows Colorado to maximize existing program infrastructure, such as the T.E.A.C.H. Scholarship Program, to effectively deliver professional programs. The local funding category does not include current funding that will be provided to school districts. The Kindergarten Readiness is providing significant financial supports to local school districts to offset assessment licensing costs. There is money budgeted for the local dissemination of the Early Learning and Development Guidelines. And all supports to advance TQRIS (e.g., shared services, quality incentives) will be distributed to locally. Therefore, while this category is technically reduced, there is approximately another \$1.5M for Kindergarten Readiness support to local school districts and another \$2M for professional development incentives provided at the local level. This funding will have direct benefit for local organizations and school districts.

**Project Investments:** Colorado’s Round 2 grant budget is dedicated to high priority projects within the state plan. Each investment is aligned to the state plan, meaning every project supports one of the following strategic priorities:

- a. Smarter management
- b. Better quality
- c. Stronger workforce
- d. Deeper understanding of children.

The following table supplies justification for every project investment and corresponding strategic priority in this grant application. This does not include the supporting expenses for personnel (fringe benefits, equipment, rent, and telephone), indirect costs, travel costs or external funding. We have also not included federal technical assistance since this is a mandatory expense.

**Governance Investments:**

Investment	Strategic Importance	Investment Justification
Grant Director	<ul style="list-style-type: none"> <li>• Smarter management</li> </ul>	This grant requires a strong leader to coordinate and manage multiple projects within multiple state agencies as well as investments in local communities. This is a one-time investment as state agencies will continue to provide leadership after the life of the grant.
Communications Manager	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Better quality</li> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	All Communications will result in a deeper understanding of children and their needs. Communication must be highly effective and requires engagement of stakeholders across the state. This role is dedicated to managing all communication activities for the grant to ensure consistent messaging and a highly informed community – including families, local councils, community partners, providers, state policy makers, and the general public. This is a one-time investment as this role will be responsible for building communications capacity at both the state and local level.



Investment	Strategic Importance	Investment Justification
Organizational Support for new Office of Early Childhood	<ul style="list-style-type: none"> <li>• Smarter management</li> </ul>	Because Colorado has consolidated early childhood programs into the new Office of Early Childhood, additional supports are necessary to build better synergy and streamline roles and responsibilities through external contracted expertise. This investment will improve overall capabilities and efficiencies of the new Office. This is a one-time investment designed to build additional capacity for the Office of Early Childhood.
Increase awareness and adoption of Colorado's "Strengthening Families Framework"	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Deeper understanding of children</li> </ul>	This investment will focus on training and technical assistance for the adoption of this framework that directly supports families. This strength-based approach should result in more efficient and effective support of families. Funding is matched by external funding sources.
Communications and Public Relations	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Better quality</li> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	Effective communications and public relations to inform and engage constituents across the state will be critical. This \$875k investment supports all four strategic priorities and will support all components of the 2012 state plan. The Communication Manager will be responsible for this investment.
Performance and Quality Assessments	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Better quality</li> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	Colorado believes in the importance of continuous improvement and accountability and will perform an independent performance audit in Year 2 and 3 to review progress against stated goals for the Round 2 grant.
Healthy Child Care Colorado partnership	<ul style="list-style-type: none"> <li>• Better quality</li> <li>• Deeper understanding of children</li> </ul>	Colorado is investing \$175k (that is matched by other sources) to further support health, wellness, and safety practices for all early learning programs.
Performance Based Implementation Initiatives for Local Early Childhood Councils	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Better quality</li> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	Local Early Childhood Councils provide critical regional supports and will be an essential partner in executing performance based implementation of critical components of this grant. This \$3.2M investment will allow Councils to customize solutions that will work for their community (within the guidelines of the grant).

## TQRIS Investments:

Investment	Strategic Importance	Investment Justification
Project management and Support	<ul style="list-style-type: none"> <li>• Smarter management</li> </ul>	A highly qualified senior manager with one support staff will provide leadership and coordination in the implementation of the TQRIS plan. These functions will not be necessary after the life of the grant.
TQRIS	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Better quality</li> <li>• Deeper understanding of children</li> </ul>	This is a one-time \$2.1M infrastructural investment required to build out the TQRIS system. This includes technical development, testing, and implementation support for this system. This is fundamental to the expansion of the TQRIS in Colorado and will be supported beyond the life of the grant through general operating funds.
Technical assistance, training plans and materials for the Early Learning and Development Programs and TQRIS system	<ul style="list-style-type: none"> <li>• Better quality</li> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	Focused on capacity building, this one-time \$2M investment will develop training programs and materials that can be used beyond the life of the grant. This is a significant investment designed to build capacity across the state.
TQRIS System Training	<ul style="list-style-type: none"> <li>• Deeper understanding of children</li> </ul>	This one-time \$250k investment focuses on helping administrators, providers and families access and understand TQRIS. This is essential in helping families identify and access high quality providers.
Independent Evaluation and Validation	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Better quality</li> <li>• Stronger workforce</li> </ul>	Colorado has actually increased evaluation and validation of the TQRIS ratings to ensure that the ratings accurately reflect differentiated levels of Program quality. This is a one-time investment of \$1M to help implement continuous improvement processes across the state.
Early Childhood Data System Training	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Better quality</li> <li>• Deeper understanding of children</li> </ul>	This \$250k one-time investment in training for families, providers and community partners so they may effectively access and use the Early Childhood Data System.
Early Childhood Data System Training	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Better quality</li> <li>• Deeper understanding of children</li> </ul>	This \$250k one-time investment builds training capacity that can be leveraged by families, providers and community partners in effectively accessing and using the Early Childhood Data System.

Investment	Strategic Importance	Investment Justification
Financial Incentives to Improve Quality	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Stronger Workforce</li> <li>• Better quality</li> </ul>	Effective efforts to improve quality can only be accomplished through the information and relationships specific to local communities. \$2.25M will be disseminated locally to provide incentives for providers to improve their quality rating.
TQRIS System training	<ul style="list-style-type: none"> <li>• Deeper understanding of children</li> </ul>	This one-time \$250k investment focuses on helping administrators, providers and families access and understand TQRIS. This is essential in helping families identify and access high quality providers.

### Standards and Guidelines Investments:

Investment	Strategic Importance	Investment Justification
Statewide Communications Plan	<ul style="list-style-type: none"> <li>• Better quality</li> <li>• Deeper understanding of children</li> </ul>	An effective communication plan will be essential in producing messaging to engage stakeholders across the state.
Design and Produce Materials	<ul style="list-style-type: none"> <li>• Deeper understanding of children</li> </ul>	This is a one-time \$150k investment designed to produce high quality print and electronic materials that can be used beyond the life of the grant to inform and engage stakeholders.
Training and Support to Families on the Guidelines	<ul style="list-style-type: none"> <li>• Better quality</li> <li>• Deeper understanding of children</li> </ul>	This is a \$310k investment designed to build understanding with families on how to optimally support early child development.

## Assessments (Outcomes)

Investment	Strategic Importance	Investment Justification
Management and Support	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	The \$1.5M in personnel costs is designed to build long term capacity in deploying the Results Matter (birth to age 5) assessment. Dedicated project management combined with technical assistance to build capacity and expertise on the Results Matter assessment through regional and local training will produce a sustainable knowledge base beyond the life of this grant.
Results Matter Training	<ul style="list-style-type: none"> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	Due to investments in personnel to build capacity, only \$71k is required to institute training sessions across the state. This investment is critical in building awareness and expertise in using the Results Matter assessment.
Access to the Assessment	<ul style="list-style-type: none"> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	Through an aggressive pricing agreement with the assessment software provider, Colorado will be able to target approximately 3,500 Children with High Needs.

## Workforce

Investment	Strategic Importance	Investment Justification
Management and Support	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Stronger workforce</li> </ul>	Two project managers (\$675k in total over 4 years) will provide critical leadership on the implementation of professional development programs. One project manager will focus on the implementation of the Competency Framework while the other will be dedicated on supporting the Learning Management System and corresponding professional development programs.
Evaluation Measurement Tools and Approaches	<ul style="list-style-type: none"> <li>• Better quality</li> <li>• Stronger workforce</li> </ul>	This one-time \$425k investment will build tools and capabilities to verify achievement of competencies and will allow for ongoing performance evaluation.
Communication and Training Strategies	<ul style="list-style-type: none"> <li>• Better quality</li> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	This one-time \$200k investment will develop communication and training strategies for the Competency Framework, credentials, evaluation tools and quality assurance approaches to the Workforce and supporting higher education faculty, coaches and others, addressing the varying needs of different audiences.

Investment	Strategic Importance	Investment Justification
Professional Development Modules	<ul style="list-style-type: none"> <li>• Better quality</li> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	This one-time \$150k investment will develop the PD modules specifically targeted to serving Children With High Needs. This includes online coaching and training opportunities for licensed providers as well as Family, Friend and Neighbor care. This will also engage local Early Childhood Councils in developing and disseminating these new opportunities.
Coaching Network	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	This one-time investment of \$500k will expand and integrate the coaching network, starting in communities with the greatest concentration of Children With High Needs. This will be critical in building workforce capacity and longer term sustainability.
Financial Incentives and Scholarships	<ul style="list-style-type: none"> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	This is a major investment of \$2M create and implement incentives to increase access to professional development opportunities for EC professionals who serve Children With High Needs. This will be critical in building capacity and longer term sustainability.

## Kindergarten Readiness

Investment	Strategic Importance	Investment Justification
Management and Support	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Stronger workforce</li> </ul>	The \$711k in personnel cost is designed to build long term capacity in deploying the Kindergarten Readiness assessment to all school districts starting in 2013. Dedicated project management and strong technical assistance will build capacity and expertise within school districts across Colorado. This approach allows sustained assessments beyond the life of this grant.
Assessment Training	<ul style="list-style-type: none"> <li>• Stronger workforce</li> <li>• Deeper understanding of children</li> </ul>	Due to investments in personnel to build capacity, only \$100k is required to institute statewide trainings. This investment is critical in building awareness and expertise in using the Kindergarten Readiness assessment.
Access to the Assessment	<ul style="list-style-type: none"> <li>• Smarter management</li> <li>• Deeper understanding of children</li> </ul>	Colorado will implement an assessment software subsidy for school districts which will allow assessments for approximately 68k children per year. To encourage local school district sustainability planning, this subsidy will decline in value annually. Year 1: State contributes 100% of per unit cost. Year 2: State contributes 60% of per unit cost. Year 3: State contributes 30% of per unit cost. Year 4: State contributes 15% of per unit cost.

**Project Reductions:** The following table summarizes the major reductions (not inclusive of all reductions) from Phase 1 to Phase 2.

Project	Key Reductions
<b>Governance</b>	<ul style="list-style-type: none"> <li>• \$80k reduction in consolidation support activities for the Office of Early Childhood Education due to progress made in the last year.</li> <li>• \$300k reduction in “Strengthening Families Framework” – due to more realistic estimates, free on-line training, trainings already completed and funding secured from other sources.</li> <li>• \$875k reduction in communications and public relations – this is a 50% prorated reduction from Phase 1 to Phase 2.</li> <li>• \$130k reduction in performance monitoring and quality. Reduced appropriately due to overall reduction of activities in the State Plan.</li> <li>• \$125k reduction for Health Childcare Colorado – funding from other sources has been secured to support this program.</li> <li>• Reduction of \$2.6M in supports for local councils. Reduction is a prorated reduction from Round 1 to Round 2.</li> <li>• Reduction of \$600k for Family Engagement Standards – Phase 1 was designed to fund organization that no longer exists. However, now family engagement strategies will be implemented through “Strengthening Families Framework” and local councils.</li> <li>• Reduction of \$200k for a support resource. This will be provided by existing state personnel.</li> </ul>
<b>TQRIS</b>	<p>The following are pro-rated cuts due to the reduction of the Phase 1 funding.</p> <ul style="list-style-type: none"> <li>• \$2.75M reduction in shared services. Project is already underway. Additional funding reallocated to support full TQRIS evaluation.</li> <li>• \$3.75M in reduction of financial incentives to improve quality. These supports have been reduced by 50% and the funding has been realigned based on identified priorities.</li> <li>• \$1M reduction to providing supports for non-licensed providers. The priority is to focus on licensed care with this reduced funding amount.</li> <li>• \$635k reduction in infrastructural costs to link data systems. This work to integrate data system components has been completed.</li> </ul>
<b>Standards and Guidelines</b>	<ul style="list-style-type: none"> <li>• \$960k reduction in implementation of demonstration sites. It has been determined that demonstration sites are unnecessary given the states incorporation of established standards into our state Early Learning and Development Guidelines.</li> <li>• \$100k reduction in print and electronic materials. This is prorated reduction from Phase 1 to Phase 2.</li> <li>• \$350k reduction in development of a communication plan. We are exploring the adaptation of already-developed communications materials from other states.</li> <li>• \$410k reduction in execution of the deployment / training of guidelines. Deployment of guidelines is embedded in other major projects including Core Competencies, TQRIS and assessments.</li> <li>• \$55k reduction in travel costs.</li> </ul>

Project	Key Reductions
<b>Workforce</b>	<ul style="list-style-type: none"> <li>• \$1M in efforts to build the Core Competencies. The scope of work around competencies was narrowed to focus on early childhood teachers and directors while the development of competencies for other early childhood professionals is no longer included in this plan.</li> <li>• \$1.45M reduction in the Learning Management System due to more accurate estimate of project implementation costs.</li> </ul> <p>The following are pro-rated cuts due to the reduction of the Phase 1 funding.</p> <ul style="list-style-type: none"> <li>• \$1.3M in reductions of scholarships and incentives.</li> <li>• \$1M reduction to providing supports for non-licensed providers.</li> <li>• \$200k reduction in marketing for the Learning management System.</li> </ul>
<b>Assessment (Outcomes)</b>	<ul style="list-style-type: none"> <li>• \$5.3M reduction in health-based Developmental Screening. This is a reduction based upon the overall reduction of the Round 2 funding. Some of these activities have been funded through other programs.</li> <li>• \$5M reduction in the scope of the Results Matter pilot due to prorated reduction in Phase 1 to Phase 2 funding.</li> </ul>



## **II: BUDGETS FOR EACH COLORADO AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

In the sections that follow, tables detail the budget categories and project budgets allocated to each of the five Colorado agencies involved in executing the State Plan. For each agency, there also are detailed explanations for each budget category line item.

## BUDGET PART II: COLORADO DEPARTMENT OF HUMAN SERVICES

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <i>Colorado Department of Human Services</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$428,336	\$520,000	\$520,000	\$520,000	<b>\$1,988,336</b>
2. Fringe Benefits	\$93,767	\$114,800	\$114,800	\$114,800	<b>\$438,167</b>
3. Travel	\$85,000	\$85,000	\$85,000	\$85,000	<b>\$340,000</b>
4. Equipment	\$41,838	\$-	\$-	\$-	<b>\$41,838</b>
5. Supplies	\$3,000	\$3,000	\$3,000	\$3,000	<b>\$12,000</b>
6. Contractual	\$2,920,750	\$4,146,250	\$3,276,250	\$2,518,750	<b>\$12,862,000</b>
7. Training Stipends	\$-	\$-	\$-	\$-	<b>\$-</b>
8. Other	\$20,600	\$20,600	\$20,600	\$20,600	<b>\$82,400</b>
9. Total Direct Costs (add lines 1-8)	\$3,593,291	\$4,889,650	\$4,019,650	\$3,262,150	<b>\$15,764,741</b>
10. Indirect Costs*	\$56,128	\$50,777	\$45,223	\$42,170	<b>\$194,298</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$800,000	\$1,550,000	\$1,550,000	\$1,550,000	<b>\$5,450,000</b>
12. Funds set aside for participation in grantee technical assistance	\$100,000	\$100,000	\$100,000	\$100,000	<b>\$400,000</b>
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	\$4,549,419	\$6,590,427	\$5,714,873	\$4,954,320	<b>\$21,809,039</b>
14. Funds from other sources used to support the State Plan	23,377,357	\$23,227,357	\$23,177,357	\$23,177,357	<b>\$92,959,426</b>
<b>15. Total Budget</b> (add lines 13-14)	<b>\$27,926,775</b>	<b>\$29,817,783</b>	<b>\$28,892,230</b>	<b>\$28,131,677</b>	<b>\$114,768,465</b>

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>Colorado Department of Human Services</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Governance	\$1,482,094	\$1,612,700	\$1,611,450	\$1,536,450	<b>\$6,242,694</b>
TQRIS	\$ 1,626,822	\$ 3,529,725	\$2,552,225	\$2,239,725	<b>\$9,948,497</b>
Standards / Guidelines	\$128,500	\$231,250	\$156,250	\$-	<b>\$516,000</b>
Workforce	\$1,312,003	\$1,216,752	\$1,394,948	\$1,178,145	<b>\$5,101,848</b>
<b>External Projects and Funding</b>	\$23,377,357	\$23,227,357	\$23,177,357	23,177,357	<b>\$92,959,426</b>
Total Budget	<b>27,926,775</b>	<b>29,817,783</b>	<b>28,892,230</b>	<b>28,131,677</b>	<b>\$114,768,465</b>

**SUPPORTING NARRATIVE FOR THE COLORADO DEPARTMENT OF HUMAN SERVICES:**

**Personnel:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
<b>Grant Director.</b> Position will administer, oversee and manage grant related activities with the goal of ensuring healthy development and school readiness for all children by strategically supporting the People, Programs and Places with the Highest Needs. Salary based on state pay scales.	Governance	Estimate full time resource at \$100k/year salary. Employed for 48 months starting on January 2013.	\$400,000
<b>Communications Manager.</b> Position will create and implement a communications plan to increase coordination among projects, activities, agencies and teams and appropriately target various stakeholders – families, providers and administrators – in all new initiatives. Salary based on state pay scales.	Governance	Estimate full time resource at \$100k/year salary. Employed for 48 months starting on January 2013.	\$400,000

Description	Project	Estimating Basis	Total
<b>TQRIS Project Manager.</b> Position will implement TQRIS phase-in, including appropriate supports to programs and local dissemination efforts. Salary based on state pay scales.	TQRIS	Estimate full time resource at \$90k/year salary. Employed for 44 months starting on April 2013.	\$330,000
<b>Support Staff.</b> Position will provide project and administrative support for the TQRIS project and reports to the TQRIS Project Manager. Salary based on state pay scales.	TQRIS	Estimate full time resource at \$50k/year salary. Employed for 44 months starting on April 2013.	\$183,336
<b>Core Competencies Project Manager.</b> Position will implement core competencies projects including local efforts to increase coordination among projects, activities, agencies and teams. Salary based on state pay scales.	Workforce	Estimate full time resource at \$90k/year salary. Employed for 44 months starting on April 2013.	\$337,500
<b>Professional Development Project Manager.</b> Position will implement expansion of professional development opportunities and implementation of the Learning Management System. Salary based on state pay scales.	Workforce	Estimate full time resource at \$90k/year salary. Employed for 44 months starting on April 2013.	\$337,500

#### Fringe Benefits:

Description	Estimating Basis	Total
Employee State Benefits for CDHS Personnel.	Calculated at 26% of base salary.	\$438,167

**Travel:**

Description	Project	Estimating Basis	Total
In-State and Out-of-State Travel costs for local council and state staff to conduct training, meetings, and engage the local community.	Governance	Travel costs for training participants and state staff. Estimated at \$25k / year.	\$100,000
In-State travel costs for state and local to attend meetings and events associated with the TQRIS Project.	TQRIS	Travel costs for training participants and state staff. Estimated at \$30k/ year.	\$120,000
In-State travel costs for state and local to attend meetings and events associated with the workforce project. Includes travel costs for training for the LMS system as well as training for professional development components.	Workforce	Travel costs for training participants and state staff. Estimated at \$30k/ year.	\$120,000

**Equipment:**

Description	Project	Estimating Basis	Total
Computers: to supply the needs of new employees; based on current equipment costs within CDHS.	Governance	Estimated at one time cost of \$3500 /Personnel hired. Assumption of 2 FTE.	\$7,000
Office equipment (desk, chair) for each new employee; based on current equipment costs within the CDHS.	Governance	Estimated at \$3,473 for office equipment in the first year only (cubicle & chair costs). Assumption of 2 FTE	\$6,946
Computers: to supply the needs of new employees; based on current equipment costs within CDHS.	TQRIS	Estimated at one time cost of \$3500 /Personnel hired. Assumption of 2 FTE	\$7,000
Office equipment (desk, chair) for each new employee; based on current equipment costs within CDHS.	TQRIS	Estimated at \$3,473 for office equipment in the first year only (cubicle & chair costs). Assumption of 2 FTE	\$6,946
Computers: to supply the needs of new employees; based on current equipment costs within CDHS.	Workforce	Estimated at one time cost of \$3500 /Personnel hired. Assumption of 2 FTE	\$7,000
Office equipment (desk, chair) for each new employee; based on current equipment costs within CDHS.	Workforce	Estimated at \$3,473 for office equipment in the first year only (cubicle & chair costs). Assumption of 2 FTE.	\$6,946

**Supplies:**

Description	Project	Estimating Basis	Total
Basic consumable office supplies costing \$500 per FTE, based on current supply costs within the CDHS; Incurred annually	Governance	Estimated at \$500 for every FTE. (2 FTE).	\$4,000
Basic consumable office supplies costing \$500 per FTE, based on current supply costs within the CDHS; Incurred annually	TQRIS	Estimated at \$500 for every FTE. (2 FTE).	\$4,000
Basic consumable office supplies costing \$500 per FTE, based on current supply costs within the CDHS; Incurred annually	Workforce	Estimated at \$500 for every FTE. (2 FTE).	\$4,000

**Contractual:**

Description	Project	Estimating Basis	Total
<b>Organizational Support.</b> Professional services to help support organizational consolidation initiatives for the Office of Early Childhood. This includes supporting key change management and consolidation activities required to complete transition to the new organizational structure.	Governance	Estimate \$100/hour for contracted change management and support services, and 170 hours/month for three months.	\$51,000
<b>Strengthening Families Framework.</b> Professional services to increase awareness and adoption of Colorado's "Strengthening Families Framework" through increased training and technical assistance across all grant initiatives.	Governance	Estimate \$50k/year for training sessions, technical support and materials.	\$200,000
<b>Communications and Public Relations.</b> Professional services to encourage increase and manage broad community awareness, support and engagement. This includes support for messaging, materials production, media interactions and impressions and experience with High Needs and culturally diverse populations.	Governance	Estimate an average of \$125k/year for Year 1 and \$250k/year for Years 2-4.	\$875,000
<b>Quality Review.</b> Professional services to contract an annual Performance & Quality assessment to monitor, advise, and report on the results of grant related efforts, with targeted focus on local implementation.	Governance	Estimate \$75k/year for this level of support for year 2 and 3.	\$150,000

Description	Project	Estimating Basis	Total
<b>Healthy Child Care Colorado.</b> Professional services to maximize and leverage the existing Healthy Child Care Colorado partnership and to further integrate into high-quality early learning programs health, wellness and safety practices.	Governance	Estimate \$43,750/year in funding to support this program starting in Year 1.	\$175,000
<b>Guidelines Communication.</b> Professional services to develop a statewide communications plan. Include statewide broadcasts and targeted local engagement to ensure a full understanding of the guidelines. Contract with 3rd party firm with communications expertise.	Guidelines	Estimate 1 contracted resource @ \$100/hour and 170 hours/month per resource over 3 months.	\$51,000
<b>Guideline Materials.</b> Professional services to adapt outside state material and to design and produce printed and electronic materials for statewide deployment.	Guidelines	Estimate \$150k in printed and electronic materials.	\$150,000
<b>TQRIS System Development.</b> Professional services to design and implement the TQRIS data system, which builds upon current systems and ensures linkage with the licensing system for Early Learning and Development Programs.	TQRIS	Estimated cost for licensing integration function at \$500k for Year 1, \$1.1M for Year 2 with \$250k for Year 3 and Year 4 for on-going support.	\$2,100,000
<b>TQRIS Technical Support.</b> Professional services to produce technical assistance, training plans and materials for the Early Learning and Development Programs to understand and use the TQRIS system.	TQRIS	Contracted training costs for all licensed programs and providers. Contracted at \$500k per year starting Year 1.	\$2,000,000
<b>Shared Services.</b> Professional services to expand the shared services project specifically to places with high needs, including the evaluation of results.	TQRIS	Estimated at \$125k/year for evaluation, design of the demonstration hubs.	\$500,000
<b>Inter-Rater Reliability Design.</b> Professional services to design Inter-Rater Reliability practices for Licensing Specialists to ensure an acceptable level of inter-rater reliability, appropriate frequency of monitoring and a focus on continuous improvement.	TQRIS	Estimate \$150k for interpretive guides and inter-rater reliability tools for Year 1.	\$150,000

Description	Project	Estimating Basis	Total
<b>Inter-Rater Reliability Implementation.</b> Professional services to implement Inter-Rater Reliability training and credentialing of all personnel licensed to monitor and rate programs.	TQRIS	Estimate \$187,500k/year for training and credentialing of all licensing personnel. Applies to Year 2 and 3.	\$375,000
<b>TQRIS and Early Childhood Data System.</b> Professional services to develop and conduct TQRIS and Early Childhood Data System training to help families use the TQRIS and get access to relevant, timely data. This includes training on accessing reports and using interactive content.	TQRIS	Estimated at \$125k annually for contracted support services. Applies to Year 2 and 3.	\$250,000
<b>TQRIS Independent Evaluation.</b> Professional services to conduct independent evaluation to validate whether the tiers in the TQRIS accurately reflect differentiated levels of Program quality.	TQRIS	Estimate \$350k for annual evaluation starting Year 2.	\$1,050,000
<b>Non-Licensed Support.</b> Provide training and technical assistance to non-licensed population to understand and to support transition to TQRIS tied to licensure.	TQRIS	Contracted services at \$50k/year for 4 years.	\$200,000
<b>Early Childhood Data System Training.</b> Professional services to provide training on Early Childhood Data System: includes contracted costs for the design of user friendly guides and digital content to help families understand the capabilities and use of the Early Childhood Data System, including materials in Spanish.	TQRIS	Assumption of \$125k/year over Year 1 and 2.	\$250,000
<b>Core Competencies Evaluation Tools.</b> Professional services to research, develop, pilot and validate evaluation measurement tools and approaches for verifying achievement of competencies and conducting ongoing performance evaluation.	Workforce	Estimated at \$210k for Year 2 and \$215k for Year 3.	\$425,000



Description	Project	Estimating Basis	Total
<b>Communication and Training.</b> Professional services to develop communication and training strategies and materials to roll-out the Core Competencies, credentials, evaluation tools and quality assurance approaches to the Workforce and support higher education faculty, coaches and others.	Workforce	Contacted cost at \$200,000 for year 1.	\$200,000
<b>Professional Development Modules.</b> Professional services to develop the following: PD modules aligned with the Core Competencies and specifically targeted to serving Children with High Needs; online coaching and training opportunities; and itinerant training programs.	Workforce	Estimated at \$75k / year for years 3 and 4.	\$150,000
<b>Coaching Network.</b> Professional services to expand and integrate the coaching network, starting in communities with the greatest concentration of Children With High Needs.	Workforce	Estimated at \$125k for 4 years.	\$500,000
<b>Professional Development Incentives.</b> Professional services to create and implement incentives for members of the Workforce who directly serve Children With High Needs and those who support the advancement of such educators.	Workforce	Estimate scholarships of \$600k for Year 2 and \$700k for Years 3 and 4.	\$2,000,000
<b>Learning Management System.</b> IT professional services to define and develop a Learning Management System (LMS), building on existing PD systems and integrated with other appropriate state systems that helps the Workforce understand credential requirements, track individual and aggregate progress, plan improvement, take online courses, and find additional PD opportunities.	Workforce	Estimated at \$750k for system implementation for Year 1.	\$750,000

**Other:**

Description	Project	Estimating Basis	Total
Telephone service, including landline and mobile service, per FTE; based on current state telephone rates; incurred annually	Governance	Estimate \$450/year for each FTE. Assumption of 2 FTE.	\$3,600
Telephone service, including landline and mobile service, per FTE; based on current state telephone rates; incurred annually	TQRIS	Estimate \$450/year for each FTE. Assumption of 2 FTE.	\$3,600
Telephone service, including landline and mobile service, per FTE; based on current state telephone rates; incurred annually	Workforce	Estimate \$450/year for each FTE.	\$3,600
Commercial Office Space Rent (based on Downtown Denver benchmarking); incurred annually	Governance	Estimate \$2300/year for each FTE. Assumption of 2 FTE.	\$18,400
Commercial Office Space Rent (based on Downtown Denver benchmarking); incurred annually	TQRIS	Estimate \$2300/year for each FTE. Assumption of 2 FTE.	\$18,400
Commercial Office Space Rent (based on Downtown Denver benchmarking); incurred annually	Workforce	Estimate \$2300/year for each FTE. Assumption of 2 FTE.	\$18,400
Teleconferencing Services	Governance	Estimate \$2500/year.	\$10,000

**Indirect Costs:**

Description	Project	Estimating Basis	Total
Indirect costs for CDHS	Governance, TQRIS, and Workforce	Direct costs applied at 5%.	\$194,298

**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
Execute performance-based implementation initiatives collaboratively with Early Childhood Councils, including Early Childhood Councils' involvement in monitoring, evaluating and refining local initiatives.	Governance	Estimate \$800k distribution per year across 31 Early Childhood Councils.	\$3,200,000
Develop and implement financial incentives program to encourage progress through TQRIS levels. Evaluate and assess results to determine whether desired results are achieved. Modify and refine incentives as necessary. Publicize significant Program achievements and share best practices among Programs.	TQRIS	Estimate \$750k/year for incentive program for Years 2-4.	\$2,250,000

**Technical Assistance**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
Engage in sharing effective program practices and solutions through technical assistance workshops with US Departments of Education and Human Services.	Governance	Estimated at \$100k per year with a maximum (Federal Minimum) of \$400k.	\$400,000

**Total Statewide Budget**

<b>Participating State Agency</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
Colorado Department of Human Services	\$4,549,419	\$6,590,427	\$5,714,873	\$4,954,320	\$21,809,039

### Funds from other Sources used to Support the State Plan

Other Funding Source	Year 1	Year 2	Year 3	Year 4	Total
Child Care Development Fund – Quality Set Aside	\$13,423,000	\$13,423,000	\$13,423,000	\$13,423,000	<b>\$53,692,000</b>
Part C of IDEA	\$502,459	\$502,459	\$502,459	\$502,459	<b>\$2,009,836</b>
Early Education Partnerships to Expand Protective Factors for Children with Child Welfare Involvement-Children’s Bureau Grant	\$200,000	\$50,000	N/A	N/A	<b>\$250,000</b>
Early Head Start University Partnership Grants: Buffering Children from Toxic Stress – Administration for Children and Families	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	<b>\$4,000,000</b>
State Funding for Early Childhood Mental Health Specialists	\$750,000	\$750,000	\$750,000	\$750,000	<b>\$3,000,000</b>
Medicaid	\$75,000	\$75,000	\$75,000	\$75,000	<b>\$300,000</b>
Private Foundations and other Funders	\$7,426,898	\$7,426,898	\$7,426,898	\$7,426,898	<b>\$29,707,590</b>

### Total Grant Funds Requested

Participating State Agency	Year 1	Year 2	Year 3	Year 4	Total
Colorado Department of Human Services	<b>\$27,926,775</b>	<b>\$29,817,783</b>	<b>\$28,892,230</b>	<b>\$28,131,677</b>	<b>\$114,768,465</b>

## BUDGET PART II: COLORADO DEPARTMENT OF EDUCATION

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <i>Colorado Department of Education</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$335,523	\$634,000	\$634,000	\$634,000	<b>\$2,237,523</b>
2. Fringe Benefits	\$87,236	\$94,640	\$94,640	\$94,640	<b>\$371,156</b>
3. Travel	\$32,000	\$72,000	\$72,000	\$72,000	<b>\$248,000</b>
4. Equipment	\$48,750	\$14,000	\$-	\$-	<b>\$62,750</b>
5. Supplies	\$716,826	\$464,854	\$291,619	\$187,827	<b>\$1,661,125</b>
6. Contractual	\$42,900	\$42,900	\$42,900	\$42,900	<b>\$171,600</b>
7. Training Stipends	\$-	\$-	\$-	\$-	<b>\$-</b>
8. Other	\$22,950	\$22,950	\$22,950	\$22,950	<b>\$91,800</b>
9. Total Direct Costs (add lines 1-8)	<b>\$1,286,184</b>	<b>\$1,345,344</b>	<b>\$1,158,109</b>	<b>\$1,054,317</b>	<b>\$4,843,954</b>
10. Indirect Costs*	\$193,652	\$173,250	\$149,210	\$135,061	<b>\$651,174</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$-	\$-	\$-	\$-	<b>\$-</b>
12. Funds set aside for participation in grantee technical assistance	\$-	\$-	\$-	\$-	<b>\$-</b>
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	<b>\$1,479,836</b>	<b>\$1,518,594</b>	<b>\$1,307,319</b>	<b>\$1,189,377</b>	<b>\$5,495,127</b>
14. Funds from other sources used to support the State Plan	\$15,622,099	\$15,622,099	\$12,122,099	\$12,122,099	<b>\$55,488,394</b>
<b>15. Total Budget</b> (add lines 13-14)	<b>\$17,101,935</b>	<b>\$17,140,693</b>	<b>\$13,429,418</b>	<b>\$13,311,476</b>	<b>\$60,983,521</b>

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>Colorado Department of Education</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Assessment (Outcomes)	\$411,161	\$703,898	\$702,768	\$689,898	<b>\$2,507,725</b>
Kindergarten Readiness	\$1,068,676	\$814,696	\$604,552	\$499,479	<b>\$2,987,403</b>
External Projects and Funding	\$15,622,099	\$15,622,099	\$12,122,099	\$12,122,099	<b>\$ 55,488,394</b>
<b>Total Budget</b>	\$17,101,935	\$17,140,693	\$13,429,418	\$13,311,476	\$60,983,521

#### SUPPORTING NARRATIVE FOR THE COLORADO DEPARTMENT OF EDUCATION

##### Personnel:

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
<b>Kindergarten Readiness Project Manager.</b> Position will oversee all aspects of the Kindergarten Readiness project. Salary based on state pay scales.	Kindergarten Readiness	Estimate full time resource at \$75k/year salary. Employed for 47 months starting on February 2013.	\$293,750
<b>Implementation Support Coordinator.</b> Position will provide high level coordination and technical assistance for the Kindergarten Readiness project. Salary based on state pay scales.	Kindergarten Readiness	Estimate full time resource at \$65k/year salary. Employed for 47 months starting on February 2013.	\$254,576
<b>Implementation Support Staff.</b> Part time position will provide technical assistance for the Kindergarten Readiness project. Salary based on state pay scales.	Kindergarten Readiness	Estimate part time (50%) resource at \$45k/year salary. Employed for 47 months starting on February 2013.	\$88,125
<b>Research Analyst.</b> Part time position will provide research and analysis support for the Kindergarten Readiness project. Salary based on state pay scales.	Kindergarten Readiness	Estimate part time (20%) resource at \$70k/year salary. Employed for 36 months starting on January 2014.	\$42,000
<b>Research Statistician.</b> Part time position will provide statistical analysis for the Kindergarten Readiness project. Salary based on state pay scales.	Kindergarten Readiness	Estimate part time (20%) resource at \$55k/year salary. Employed for 36 months starting on January 2014.	\$33,000

Description	Project	Estimating Basis	Total
<b>Results Matter Coordinator.</b> Position will oversee all aspects of the Results Matter project. Salary based on state pay scales.	Assessment (Outcomes)	Estimate full time resource at \$75k/year salary. Employed for 47 months starting on February 2013.	\$293,750
<b>Technical Assistance and Training Coordinator.</b> Positions will provide technical and training support for the Results Matter project. Salary based on state pay scales.	Assessment (Outcomes)	Estimate full time resource at \$65k/year salary. Assumes 1.6 FTE employed for 47 months starting on February 2013.	\$407,322
<b>Regional Technical Assistance Coordinator.</b> Positions will provide regional support for the Results Matter project. Salary based on state pay scales.	Assessment (Outcomes)	Estimate 4 full time resources at \$55k/year salary. Employed for 36 months starting on February 2013.	\$660,000
<b>Research Analyst.</b> Part time position will provide research and analysis support for the Results Matter project. Salary based on state pay scales.	Assessment (Outcomes)	Estimate part time (20%) resource at \$70k/year salary. Employed for 36 months starting on January 2014.	\$42,000
<b>Research Statistician.</b> Part time position will provide statistical analysis for the Results Matter project. Salary based on state pay scales.	Assessment (Outcomes)	Estimate part time (20%) resource at \$55k/year salary. Employed for 36 months starting on January 2014.	\$33,000
<b>Support Staff.</b> Part time position will provide project administrative support for the Results Matter project. Salary based on state pay scales.	Assessment (Outcomes)	Estimate part time (50%) resource at \$45k/year salary. Employed for 48 months starting on February 2013.	\$90,000

#### Fringe Benefits:

Description	Estimating Basis	Total
Employee State Benefits for CDE Personnel.	Calculated at 26% of base salary.	\$371,156

**Travel:**

Description	Project	Estimating Basis	Total
In-State travel costs for state and local personnel for all travel associated with training and technical support sessions for the Kindergarten Readiness project..	Kindergarten Readiness	Travel costs for training participants and state staff. Estimated at \$20k / year.	\$80,000
In-State travel costs for state and local personnel to attend meetings and events associated with the Results Matter Project	Assessment (Outcomes)	Travel costs for training participants and state staff. Estimated at \$12k / year for Y1 and \$52k for Year 2-4.	\$168,000

**Equipment:**

Description	Project	Estimating Basis	Total
Computers: to supply the needs of new employees; based on current equipment costs within CDE (one-time expense in Year 1; 1 per FTE)	Kindergarten Readiness	Estimated at one time cost of \$3500 /Personnel hired. Assumption of 2.5 FTE.	\$8,750
Office equipment (desk, chair) for each new employee; based on current equipment costs within CDE (one-time expense in Year 1; 1 per FTE)	Kindergarten Readiness	Estimated at \$4,000 for office equipment in the first year only (cubicle & chair costs). Assumption of 2.5 FTE.	\$10,000
Computers: to supply the needs of new employees; based on current equipment costs within CDE (one-time expense in Year 1; 1 per FTE)	Assessment (Outcomes)	Estimated at one time cost of \$3500 /Personnel hired. Assumption of 4 FTE Year 1 and Year 2.	\$28,000
Office equipment (desk, chair) for each new employee; based on current equipment costs within CDE (one-time expense in Year 1; 1 per FTE)	Assessment (Outcomes)	Estimated at \$4,000 for office equipment in the first year only (cubicle & chair costs). Assumption of 4 FTE.	\$16,000



**Supplies:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
Basic consumable office supplies costing \$500 per FTE, based on current supply costs within CDE; Incurred annually	Kindergarten Readiness	Estimated at \$500/Resource/Year. Assumption of 2.5 FTE	\$5,000
Production of materials for meetings and events to support Kindergarten Readiness project.	Kindergarten Readiness	Assumption of a fixed cost of \$5000 / year.	\$20,000
Access to online assessment system for phased deployments.	Kindergarten Readiness	Assume price per unit assessment cost of \$8.95. Assume deployment to 68,784 kindergarten students across all 4 years. Year 1: State contributes 100% of per unit cost.  Year 2: State contributes 60% of per unit cost.  Year 3: State contributes 30% of per unit cost.  Year 4: State contributes 15% of per unit cost.	\$1,262,014
Annual digital management fees for online assessment system	Kindergarten Readiness	Assumes a unit cost of \$1.00 per unit. Year 1 deployment to 68,784 students.  Year 2 deployment to 68,784 students.  Year 3 deployment to 68,784 students.  Year 4 deployment to 68,784 Students.	\$275,136
Basic consumable office supplies costing \$500 per FTE, based on current supply costs within CDE; Incurred annually	Assessment (Outcomes)	Estimated at \$500/FTE/Year. Assumption of 8 FTE.	\$16,000
Production of materials for meetings and events to support the Results Matter project.	Assessment (Outcomes)	Assumption of a fixed cost of \$5000 / year.	\$20,000

Description	Project	Estimating Basis	Total
Access to online assessment system for phased deployments.	Assessment (Outcomes)	<p>Assume price per unit cost of \$10.45/student. Year 1 deployment to 1500 students.</p> <p>Year 2 deployment to 1000 students.</p> <p>Year 3 deployment to 2000 students.</p> <p>Year 4 deployment to 1000 Students.</p>	\$57,475
Annual digital management fees for online assessment system	Assessment (Outcomes)	<p>Assumes a unit cost of \$1.00 per unit. Year 1 deployment to 1500 students.</p> <p>Year 2 deployment to 1000 students.</p> <p>Year 3 deployment to 2000 students.</p> <p>Year 4 deployment to 1000 Students.</p>	\$5,500

**Contractual:**

Description	Project	Estimating Basis	Total
<b>IT Systems Architect.</b> Professional services to identify IT Systems Architectural services to assist in resolving technical integration issues.	Kindergarten Readiness	Assumption of a contracted resource at 85 hours of support at \$150/hour.	\$51,000
<b>Regional Forums.</b> Professional services to conduct Regional forums to train and develop expertise on K-Readiness assessments.	Kindergarten Readiness	Assumption of 6 sessions conducted annually at \$500/session.	\$12,000
<b>Regional Teacher Forums.</b> Professional services to conduct Regional Teachers forums to train and develop expertise on K-Readiness assessments.	Kindergarten Readiness	Assumption of 6 sessions conducted annually at \$500/session.	\$12,000
<b>Regional Principal Training Sessions.</b> Professional services to conduct Principal Training sessions to train and develop expertise on K-Readiness assessments.	Kindergarten Readiness	Assumption of 1 session/year at a fixed cost of \$5000/year.	\$20,000
<b>DAC Trainings.</b> Professional services to conduct DAC trainings to develop expertise on K-Readiness assessments.	Kindergarten Readiness	Assumption of 4 sessions conducted per year at \$300/session.	\$4,800
<b>IT Systems Architect.</b> Professional services to identify IT Systems Architectural services to assist in resolving technical integration issues.	Assessment (Outcomes)	Assumption of a contracted resource at 85 hours of support at \$150/hour.	\$51,000
<b>Regional Forums.</b> Professional services to conduct Regional forums for Center Directors to train and develop expertise on Results Matter.	Assessment (Outcomes)	Assumption of 4 sessions conducted annually at \$200/session.	\$3,200
<b>FCC Regional Forum.</b> Professional services to conduct FCC Regional forum to train and develop expertise on Results Matter.	Assessment (Outcomes)	Assumption of 4 sessions conducted annually at \$200/session.	\$3,200
<b>Observational Workshops.</b> Professional services to conduct observational workshops on Results Matter assessments.	Assessment (Outcomes)	Assumption of 4 sessions conducted per year at \$300/session.	\$4,800
<b>Administrative Training.</b> Conduct assessment administration training.	Assessment (Outcomes)	Assumption of 4 sessions conducted per year at \$300/session.	\$4,800
<b>Advanced Training.</b> Conduct advanced assessment training.	Assessment (Outcomes)	Assumption of 4 sessions conducted per year at \$300/session.	\$4,800

**Other:**

Description	Project	Estimating Basis	Total
Telephone service, including landline and mobile service, per FTE; based on current state telephone rates; incurred annually	Kindergarten Readiness	Estimated at \$500/Resource/Year for a landline and \$750 for mobile. Assumption of 2.5.	\$12,000
Commercial Office Space Rent (based on Downtown Denver benchmarking); incurred annually	Kindergarten Readiness	Estimated at \$2300/resource/year. Assumption of 2.5 FTE.	\$23,000
Telephone service, including landline and mobile service, per FTE; based on current state telephone rates; incurred annually	Assessment (Outcomes)	Estimated at \$500/Resource/Year for a landline and \$750 for mobile. Assumption of 4 FTE).	\$20,000
Commercial Office Space Rent (based on Downtown Denver benchmarking); incurred annually	Assessment (Outcomes)	Estimated at \$2300/resource/year. Assumption of 3.5 FTE.	\$36,800

**Indirect Costs:**

Description	Project	Estimating Basis	Total
Indirect costs for the Kindergarten Readiness Project.	Kindergarten Readiness	Direct costs applied at 12.4%.	\$314,774
Indirect costs for the Assessment (outcomes) project.	Assessment (Outcomes)	Direct costs applied at 12.4%.	\$336,400

**Total Grant Funds Requested**

Participating State Agency	Year 1	Year 2	Year 3	Year 4	Total
Colorado Department of Education	\$1,479,836	\$1,518,594	\$1,307,319	\$1,189,377	\$5,495,127

### Funds from other Sources used to Support the State Plan

Other Funding Source	Year 1	Year 2	Year 3	Year 4	Total
Colorado Preschool Program- State Level Administration	\$501,536	\$501,536	\$501,536	\$501,536	<b>\$2,006,144</b>
Colorado Preschool Program – Estimated Local Level Administration	\$3,353,665	\$3,353,665	\$3,353,665	\$3,353,665	<b>\$13,414,660</b>
Statewide Longitudinal Data System Grant	\$3,500,000	\$3,500,000	\$0	\$0	\$7,000,000
Part B of IDEA- Preschool and Child Find	\$460,000	\$460,000	\$460,000	\$460,000	<b>\$1,840,000</b>
Part B of IDEA- Results Matter	\$380,000	\$380,000	\$380,000	\$380,000	<b>\$1,520,000</b>
Private Foundations	\$7,426,898	\$7,426,898	\$7,426,898	\$7,426,898	<b>\$29,707,590</b>

### Total Statewide Budget

Participating State Agency	Year 1	Year 2	Year 3	Year 4	Total
Colorado Department of Education	<b>\$13,601,935</b>	<b>\$13,640,693</b>	<b>\$13,429,418</b>	<b>\$13,311,476</b>	<b>\$53,983,521</b>

## BUDGET PART II: COLORADO DEPARTMENT OF PUBLIC HEALTH AND ENVIRONMENT

### SUPPORTING NARRATIVE FOR THE COLORADO DEPARTMENT OF PUBLIC HEALTH AND ENVIRONMENT:

The most significant funding change for our Phase 2 grant application is the elimination of Developmental Screening projects from Phase 1. This elimination of funding directly impacts the Colorado Department of Public Health and Environment which was the participating state agency responsible for these projects. **Therefore, for Phase 2, there is no funding directed towards this participating agency. However, funding from the this department is providing direct support for the state plan through other funding sources as outlined in the table below:**

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <i>Colorado Department of Public Health and Environment</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$-	\$-	\$-	\$-	\$-
2. Fringe Benefits	\$-	\$-	\$-	\$-	\$-
3. Travel	\$-	\$-	\$-	\$-	\$-
4. Equipment	\$-	\$-	\$-	\$-	\$-
5. Supplies	\$-	\$-	\$-	\$-	\$-
6. Contractual	\$-	\$-	\$-	\$-	\$-
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$-	\$-	\$-	\$-	\$-
9. Total Direct Costs (add lines 1-8)	\$-	\$-	\$-	\$-	\$-
10. Indirect Costs*	\$-	\$-	\$-	\$-	\$-
11. Funds to be distributed to localities	\$-	\$-	\$-	\$-	\$-
12. Technical Assistance	\$-	\$-	\$-	\$-	\$-
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	\$-	\$-	\$-	\$-	\$-
14. Funds from other sources used to support the State Plan	\$415,700	\$357,700	\$257,700	\$257,700	<b>\$1,288,800</b>
<b>15. Total Budget</b> (add lines 13-14)	<b>\$415,700</b>	<b>\$357,700</b>	<b>\$257,700</b>	<b>\$257,700</b>	<b>\$1,288,800</b>

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>Colorado Department of Public Health and Environment</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>External Projects and Funding</b>	\$415,700	\$357,700	\$257,700	\$257,700	\$1,288,800
<b>Total Budget</b>	<b>\$415,700</b>	<b>\$357,700</b>	<b>\$257,700</b>	<b>\$257,700</b>	<b>\$1,288,800</b>

#### Funds from other Sources used to Support the State Plan

<b>Other Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
Maternal, Infant and Early Childhood Home Visitation Grant	\$100,000	\$100,000	N/A	N/A	\$200,000
Maternal and Child Health / Title V Block Grant*	\$245,700	\$245,700	\$245,700	\$245,700	\$982,800
Community Based Child Abuse and Neglect Prevention Grant*	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
Early Childhood Comprehensive Systems Grant	\$58,000	NA	NA	NA	\$58,000

#### Total Statewide Budget

<b>Participating State Agency</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
Colorado Department of Public Health and Environment	\$415,700	\$357,700	\$257,700	\$257,700	<b>\$1,288,800</b>

**BUDGET PART II: COLORADO GOVERNOR'S OFFICE OF INFORMATION TECHNOLOGY**

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b><i>Colorado Governor's Office of Information Technology</i></b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$-	\$-	\$-	\$-	\$-
2. Fringe Benefits	\$-	\$-	\$-	\$-	\$-
3. Travel	\$-	\$-	\$-	\$-	\$-
4. Equipment	\$-	\$-	\$-	\$-	\$-
5. Supplies	\$-	\$-	\$-	\$-	\$-
6. Contractual	\$1,240,000	\$1,335,000	\$-	\$-	<b>\$2,665,000</b>
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$-	\$-	\$-	\$-	\$-
9. Total Direct Costs (add lines 1-8)	<b>\$1,240,000</b>	<b>\$1,335,000</b>	<b>\$-</b>	<b>\$-</b>	<b>\$2,665,000</b>
10. Indirect Costs*	\$1,250	\$1,250	\$-	\$-	<b>\$2,500</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$-	\$-	\$-	\$-	\$-
12. Funds set aside for participation in grantee technical assistance	\$-	\$-	\$-	\$-	\$-
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	<b>\$1,241,250</b>	<b>\$1,336,250</b>	<b>\$-</b>	<b>\$-</b>	<b>\$2,577,500</b>
14. Funds from other sources used to support the State Plan					
15. <b>Total Budget</b> (add lines 13-14)	<b>\$1,241,250</b>	<b>\$1,336,250</b>	<b>\$-</b>	<b>\$-</b>	<b>\$2,577,500</b>



Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>Colorado Governor's Office of Information Technology</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
TQRIS	\$1,241,250	\$1,336,250	\$-	\$-	<b>\$2,577,500</b>
Total Budget	<b>\$1,241,250</b>	<b>\$1,336,250</b>	<b>\$-</b>	<b>\$-</b>	<b>\$2,577,500</b>

#### **SUPPORTING NARRATIVE FOR THE GOVERNOR'S OFFICE OF INFORMATION TECHNOLOGY**

##### **Contractual:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
<b>Systems Architecture.</b> Professional services to implement technical interfaces to link TQRIS into the SLDS. This includes technical design activities associated with the integration or linking of the TQRIS system with the Kindergarten Readiness Assessment system, SLDS, and the Learning Management System.	TQRIS	Estimate \$80k per system interface. There will be 3 technical interfaces with TQRIS: Learning Management System, Kindergarten Readiness Assessment.	\$240,000
<b>Report Design.</b> Professional services to assess and design report requirements for the Early Childhood Data System. This includes outlining data requirements for reporting and report definitions as well as producing specifications for reporting.	TQRIS	Estimated at \$125/hour at 170 hours over 4 months.	\$85,000
<b>Early Childhood Data System Design and Development.</b> Professional services to build the Early Childhood Data System web portal application. This includes development of data capture functions as well as implementation of reporting services. This includes design and software development costs as well as technical architectural integration with other systems.	TQRIS	For Year 1: Estimate of 4 contracted resources at \$250k/year to design, develop and implement the system. This assumes a contracted hourly rate of \$120/hour over 2050 hours.  For Year 2: Estimate of 6 contracted resources at \$250k/year to design, develop and implement the system. This assumes a contracted hourly rate of \$120/hour over 2050 hours.	\$2,250,000

**Indirect Costs:**

Description	Project	Estimating Basis	Total
Indirect costs for OIT – the indirect rate for the Colorado Department of Human Services is applied for this calculation.	All	Direct costs applied at 5% for the first \$25,000 contractual costs.	\$2,500

**Total Grant Funds Requested**

Participating State Agency	Year 1	Year 2	Year 3	Year 4	Total
Governor's Office of Information Technology	\$1,241,250	\$1,336,250	\$-	\$-	\$2,577,500

**Total Statewide Budget**

Participating State Agency	Year 1	Year 2	Year 3	Year 4	Total
Governor's Office of Information Technology	\$1,241,250	\$1,336,250	\$-	\$-	\$2,577,500

## BUDGET PART II: COLORADO DEPARTMENT OF HIGHER EDUCATION

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>Colorado Department of Higher Education</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$-	\$-	\$-	\$-	\$-
2. Fringe Benefits	\$-	\$-	\$-	\$-	\$-
3. Travel	\$-	\$25,000	\$-	\$-	<b>\$25,000</b>
4. Equipment	\$-	\$-	\$-	\$-	\$-
5. Supplies	\$-	\$-	\$-	\$-	\$-
6. Contractual	\$-	\$-	\$-	\$-	\$-
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$-	\$-	\$-	\$-	\$-
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>\$-</b>	<b>\$25,000</b>	<b>\$-</b>	<b>\$-</b>	<b>\$25,000</b>
10. Indirect Costs*	\$-	\$1250	\$-	\$-	\$-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$-	\$-	\$-	\$-	\$-
12. Funds set aside for participation in grantee technical assistance	\$-	\$-	\$-	\$-	\$-
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>\$-</b>	<b>\$26,250</b>	<b>\$-</b>	<b>\$-</b>	<b>\$26,250</b>
14. Funds from other sources used to support the State Plan	\$25,000	\$-	\$-	\$-	\$-
<b>15. Total Budget (add lines 13-14)</b>	<b>\$25,000</b>	<b>\$26,250</b>	<b>\$-</b>	<b>\$-</b>	<b>\$51,250</b>

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <i>Colorado Department of Higher Education</i>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Workforce	\$-	\$26,250	\$-	\$-	<b>\$26,500</b>
External Projects and Funding	\$25,000	\$-	\$-	\$-	<b>\$-</b>
<b>Total Budget</b>	<b>\$25,000</b>	<b>\$26,250</b>	<b>\$-</b>	<b>\$-</b>	<b>\$51,250</b>

## SUPPORTING NARRATIVE FOR THE COLORADO DEPARTMENT OF HIGHER EDUCATION

### Travel:

Description	Project	Estimating Basis	Total
In-State travel costs to update all inter-institutional agreements among 2 and 4 year higher education institutions to align with the Framework.	Workforce	Estimated travel costs at \$25k for year 2.	<b>\$25,000</b>

### Total Grant Funds Requested

Participating State Agency	Year 1	Year 2	Year 3	Year 4	Total
Colorado Department of Higher Education	\$-	<b>\$26,250</b>	\$-	\$-	<b>\$26,250</b>

### Funds from other Sources used to Support the State Plan

Other Funding Source	Year 1	Year 2	Year 3	Year 4	Total
National Governor's Association Complete College America Grant	\$25,000	\$-	\$-	\$-	\$25,000

### Total Statewide Budget

Participating State Agency	Year 1	Year 2	Year 3	Year 4	Total
Colorado Department of Higher Education	\$25,000	<b>\$26,250</b>	\$-	\$-	<b>\$51,250</b>

## BUDGET PART II: COLORADO GOVERNOR'S OFFICE

### SUPPORTING NARRATIVE FOR THE GOVERNOR'S OFFICE

While this Participating State Agency will not receive grant funding, it is providing additional funding to implement the State Plan.

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <i>Colorado Governor's Office</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$-	\$-	\$-	\$-	\$-
2. Fringe Benefits	\$-	\$-	\$-	\$-	\$-
3. Travel	\$-	\$-	\$-	\$-	\$-
4. Equipment	\$-	\$-	\$-	\$-	\$-
5. Supplies	\$-	\$-	\$-	\$-	\$-
6. Contractual	\$-	\$-	\$-	\$-	\$-
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$-	\$-	\$-	\$-	\$-
9. Total Direct Costs (add lines 1-8)	\$-	\$-	\$-	\$-	\$-
10. Indirect Costs*	\$-	\$-	\$-	\$-	\$-
11. Funds to be distributed to localities	\$-	\$-	\$-	\$-	\$-
12. Technical Assistance	\$-	\$-	\$-	\$-	\$-
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	\$-	\$-	\$-	\$-	\$-
14. Funds from other sources used to support the State Plan	\$825,000	\$125,000	\$125,000	\$125,000	<b>\$1,200,000</b>
<b>15. Total Budget</b> (add lines 13-14)	<b>\$825,000</b>	<b>\$125,000</b>	<b>\$125,000</b>	<b>\$125,000</b>	<b>\$1,200,000</b>

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>Colorado Governor's Office</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>External Projects and Funding</b>	\$825,000	\$125,000	\$125,000	\$125,000	<b>\$1,200,000</b>
<b>Total Budget</b>	<b>\$825,000</b>	<b>\$125,000</b>	<b>\$125,000</b>	<b>\$ 125,000</b>	<b>\$1,200,000</b>

#### **Funds from other Sources used to Support the State Plan**

<b>Other Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
State Advisory Council Grant	\$700,000	\$0	\$0	\$0	\$700,000
Head Start State Collaboration Office	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000

#### **Total Statewide Budget**

<b>Participating State Agency</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
Colorado Governor's Office	<b>\$825,000</b>	<b>\$125,000</b>	<b>\$125,000</b>	<b>\$125,000</b>	<b>\$1,200,000</b>

## BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?	
YE	<input checked="checked" type="radio"/>
NO	<input type="radio"/>
If yes to question 1, please provide the following information:	
Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):	
From: <u>7/1/2012</u>	To: <u>6/30/2013</u>
Approving Federal agency: <u>ED</u> <input checked="checked" type="checkbox"/> HHS <input type="checkbox"/> Other	
<i>(Please specify agency):</i> Colorado Department of Human Services	

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
  - (b) If, after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.



## **PART 6: PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

*The following are the Memorandum of Understanding (MOUs) for all Participating State Agencies required to implement this grant application.*

### **MOU AGREEMENT: COLORADO DEPARTMENT OF HUMAN SERVICES AND COLORADO DEPARTMENT OF EDUCATION**

#### **MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between The Colorado Department of Human Services (“Lead Agency”) and The Colorado Department of Education (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

#### **I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Guidelines;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Competencies for Early Childhood Teachers and Directors; and
  - e) A statewide Kindergarten Entry Assessment.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement within 90 days of grant award;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and

6) Identify sources of technical assistance for the project.

### **C. JOINT RESPONSIBILITIES**

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

### **III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

### **IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

### **V. SIGNATURES**

**Authorized Representative of Lead Agency:**

**/S/Reggie Bicha**

**October 10, 2012**

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Signature

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Date

**Reggie Bicha**

**Executive Director**

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Print Name

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Title

**Authorized Representative of Participating State Agency:**

**/S/Robert Hammond**

**October 17, 2012**

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Signature

Date

**Robert Hammond**

**Commissioner, Department of Education**

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Print Name

Title

## EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(A)(3)</b>	<ul style="list-style-type: none"> <li>Colorado Commissioner of Education</li> </ul>	Executive support for the grant governance model and agreement to comply and support the overall program structure.
<b>(B)(1)</b>	<ul style="list-style-type: none"> <li>Office of Early Learning and School Readiness, including:</li> <li>Early Childhood Professional Development</li> <li>Child Find</li> <li>Colorado Preschool Program</li> <li>Expanding Quality in Infant/Toddler Care Initiative</li> <li>IDEA Preschool Special Education Services</li> <li>Results Matter</li> </ul>	Representatives from the participating parties programs will support the implementation of the next generation QRIS system embedded with licensing.
<b>(B)(2)</b>	<ul style="list-style-type: none"> <li>Office of Early Learning and School Readiness, including:</li> <li>Early Childhood Professional Development</li> <li>Child Find</li> <li>Colorado Preschool Program</li> <li>Expanding Quality in Infant/Toddler Care Initiative</li> <li>IDEA Preschool Special Education Services</li> <li>Results Matter</li> </ul>	Representatives from the participating parties will support increasing participation rates within the next generation QRIS system embedded with licensing.
<b>(B)(3)</b>	<ul style="list-style-type: none"> <li>Office of Early Learning and School Readiness, including:</li> <li>Early Childhood Professional Development</li> <li>Child Find</li> <li>Colorado Preschool Program</li> <li>Expanding Quality in Infant/Toddler Care Initiative</li> <li>IDEA Preschool Special Education Services</li> <li>Results Matter</li> </ul>	Representatives from the participating parties will support increasing high need family participation within the next generation QRIS system embedded with licensing.
<b>(B)(4)</b>	<ul style="list-style-type: none"> <li>Office of Early Learning and School Readiness, including:</li> <li>Early Childhood Professional Development</li> <li>Child Find</li> <li>Colorado Preschool Program</li> <li>Expanding Quality in Infant/Toddler Care Initiative</li> <li>IDEA Preschool Special Education Services</li> <li>Results Matter</li> </ul>	Representatives from the participating parties will support the implementation of continuous improvement for the next generation QRIS system embedded with licensing.
<b>(B)(5)</b>	<ul style="list-style-type: none"> <li>Office of Early Learning and School Readiness, including:</li> <li>Early Childhood Professional Development</li> <li>Child Find</li> <li>Colorado Preschool Program</li> <li>Expanding Quality in Infant/Toddler Care Initiative</li> <li>IDEA Preschool Special Education Services</li> <li>Results Matter</li> </ul>	Representatives from the participating parties will support the validation process of the next generation QRIS system with a specific focus on validating QRIS quality tiers with kindergarten readiness.
<b>(C)(1)</b>	<ul style="list-style-type: none"> <li>Office of Early Learning and School Readiness, including:</li> <li>Early Childhood Professional Development</li> <li>Child Find</li> <li>Colorado Preschool Program</li> <li>Expanding Quality in Infant/Toddler Care Initiative</li> <li>IDEA Preschool Special Education Services</li> </ul>	Representatives from the participating parties are sitting on the state committee to develop the Colorado Early Learning and Development Guidelines and will support implementing these Guidelines, as appropriate, within the programs and services of each participating party.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
	<ul style="list-style-type: none"> <li>• Results Matter</li> </ul>	
<b>(C)(2)</b>	<ul style="list-style-type: none"> <li>• Office of Early Learning and School Readiness, including:</li> <li>• Early Childhood Professional Development</li> <li>• Child Find</li> <li>• Colorado Preschool Program</li> <li>• Expanding Quality in Infant/Toddler Care Initiative</li> <li>• IDEA Preschool Special Education Services</li> <li>• Results Matter</li> </ul>	Representatives from each participating party will lead the development of the expansion of the Results Matter program.
<b>(D)(1)</b>	<ul style="list-style-type: none"> <li>• Office of Early Learning and School Readiness, including:</li> <li>• Early Childhood Professional Development</li> <li>• Child Find</li> <li>• Colorado Preschool Program</li> <li>• Expanding Quality in Infant/Toddler Care Initiative</li> <li>• IDEA Preschool Special Education Services</li> <li>• Results Matter</li> </ul>	Representatives from each participating party will directly support the development of a statewide Workforce Competencies for Early Childhood Teachers and Directors framework and an Early Childhood Learning Management System.
<b>(D)(2)</b>	<ul style="list-style-type: none"> <li>• Office of Early Learning and School Readiness, including:</li> <li>• Early Childhood Professional Development</li> <li>• Child Find</li> <li>• Colorado Preschool Program</li> <li>• Expanding Quality in Infant/Toddler Care Initiative</li> <li>• IDEA Preschool Special Education Services</li> <li>• Results Matter</li> </ul>	Representatives from each participating party will support the development and expansion of professional development programs and an Early Childhood Learning Management System.
<b>(E)(1)</b>	<ul style="list-style-type: none"> <li>• Office of Early Learning and School Readiness, including:</li> <li>• Early Childhood Professional Development</li> <li>• Child Find</li> <li>• Colorado Preschool Program</li> <li>• Expanding Quality in Infant/Toddler Care Initiative</li> <li>• IDEA Preschool Special Education Services</li> <li>• Results Matter</li> </ul>	Representatives from each participating party lead the statewide implementation of the Kindergarten Entry Assessment.

**/S/Reggie Bicha**  
**Executive Director Reggie Bicha**

**October 10, 2012**

\_\_\_\_\_  
 Signature (Authorized Representative of Lead Agency)

\_\_\_\_\_  
 Date

**/S/Robert Hammond**  
**Commissioner Robert Hammond**

**October 17, 2012**

\_\_\_\_\_  
 Signature (Authorized Representative of Participating State Agency)

\_\_\_\_\_  
 Date

**MOU AGREEMENT: COLORADO DEPARTMENT OF HUMAN SERVICES AND  
COLORADO DEPARTMENT OF PUBLIC HEALTH AND ENVIRONMENT**

**MODEL PARTICIPATING STATE AGENCY  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between The Colorado Department of Human Services (“Lead Agency”) and The Colorado Department of Public Health and Environment (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**II. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Guidelines;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Competencies for Early Childhood Teachers and Directors.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PROJECT ADMINISTRATION**

**A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement within 90 days of grant award;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

## **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

## **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.



- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

#### **III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

#### **IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

#### **V. SIGNATURES**

##### **Authorized Representative of Lead Agency:**

**/S/Reggie Bicha**

**October 10, 2012**

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Signature

Date

**Reggie Bicha**

**Executive Director**

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Print Name

Title

##### **Authorized Representative of Participating State Agency:**

**/S/Dr. Christopher E. Urbina**

**October 16, 2012**

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Signature

Date

**Dr. Christopher E. Urbina**

**Executive Director**

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Print Name

Title

## EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> <li>Colorado Department of Public Health and Environment: Office of the Executive Director</li> </ul>	Executive support for the grant governance model and agreement to support the overall program structure.
(B)(1)	<ul style="list-style-type: none"> <li>Maternal and Child Health: Early Childhood Initiatives and Program for Children with Special Health Care Needs</li> <li>Maternal, Infant and Early Childhood Home Visitation Program</li> <li>Community Based Child Abuse and Neglect Prevention</li> <li>Tony Grampsas Youth Services Program</li> <li>Child and Adult Food Care Program</li> <li>Supplemental Nutrition Program for Women, Infants and Children</li> </ul>	Representatives from the participating parties programs will support the implementation of the next generation QRIS system embedded with licensing.
(B)(2)	<ul style="list-style-type: none"> <li>Maternal and Child Health: Early Childhood Initiatives and Program for Children with Special Health Care Needs</li> <li>Maternal, Infant and Early Childhood Home Visitation Program</li> <li>Community Based Child Abuse and Neglect Prevention</li> <li>Tony Grampsas Youth Services Program</li> <li>Child and Adult Food Care Program</li> <li>Supplemental Nutrition Program for Women, Infants and Children</li> </ul>	Representatives from the participating parties will support increasing participation rates within the next generation QRIS system embedded with licensing.
(B)(3)	<ul style="list-style-type: none"> <li>Maternal and Child Health: Early Childhood Initiatives and Program for Children with Special Health Care Needs</li> <li>Maternal, Infant and Early Childhood Home Visitation Program</li> <li>Community Based Child Abuse and Neglect Prevention</li> <li>Tony Grampsas Youth Services Program</li> <li>Child and Adult Food Care Program</li> <li>Supplemental Nutrition Program for Women, Infants and Children</li> </ul>	Representatives from the participating parties will support increasing high need family participation within the next generation QRIS system embedded with licensing.
(B)(4)	<ul style="list-style-type: none"> <li>Maternal and Child Health: Early Childhood Initiatives and Program for Children with Special Health Care Needs</li> <li>Maternal, Infant and Early Childhood Home Visitation Program</li> <li>Community Based Child Abuse and Neglect Prevention</li> <li>Tony Grampsas Youth Services Program</li> <li>Child and Adult Food Care Program</li> <li>Supplemental Nutrition Program for Women, Infants and Children</li> </ul>	Representatives from the participating parties will support the implementation of continuous improvement for the next generation QRIS system embedded with licensing.
(B)(5)	<ul style="list-style-type: none"> <li>Maternal and Child Health: Early Childhood Initiatives and Program for Children with Special Health Care Needs</li> <li>Maternal, Infant and Early Childhood Home Visitation Program</li> <li>Community Based Child Abuse and Neglect Prevention</li> <li>Tony Grampsas Youth Services Program</li> </ul>	Representatives from the participating parties will support the validation process of the next generation QRIS system with a specific focus on validating QRIS quality tiers with kindergarten readiness.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
	<ul style="list-style-type: none"> <li>• Child and Adult Food Care Program</li> <li>• Supplemental Nutrition Program for Women, Infants and Children</li> </ul>	
<b>(C)(1)</b>	<ul style="list-style-type: none"> <li>• Maternal and Child Health: Early Childhood Initiatives and Program for Children with Special Health Care Needs</li> <li>• Maternal, Infant and Early Childhood Home Visitation Program</li> <li>• Community Based Child Abuse and Neglect Prevention</li> <li>• Tony Grampsas Youth Services Program</li> <li>• Child and Adult Food Care Program</li> <li>• Supplemental Nutrition Program for Women, Infants and Children</li> </ul>	Representatives from the participating parties are sitting on the state committee to develop the Colorado Early Learning and Development Guidelines and will support implementing these Guidelines, as appropriate, within the programs and services of each participating party.
<b>(C)(2)</b>	<ul style="list-style-type: none"> <li>• Maternal and Child Health: Early Childhood Initiatives and Program for Children with Special Health Care Needs</li> <li>• Maternal, Infant and Early Childhood Home Visitation Program</li> <li>• Community Based Child Abuse and Neglect Prevention</li> <li>• Tony Grampsas Youth Services Program</li> <li>• Child and Adult Food Care Program</li> <li>• Supplemental Nutrition Program for Women, Infants and Children</li> </ul>	Representatives from the participating parties will provide support in the implementation of the Results Matter program expansion as necessary.
<b>(D)(1)</b>	<ul style="list-style-type: none"> <li>• Maternal and Child Health: Early Childhood Initiatives and Program for Children with Special Health Care Needs</li> <li>• Maternal, Infant and Early Childhood Home Visitation Program</li> <li>• Community Based Child Abuse and Neglect Prevention</li> <li>• Tony Grampsas Youth Services Program</li> <li>• Child and Adult Food Care Program</li> <li>• Supplemental Nutrition Program for Women, Infants and Children</li> </ul>	Representatives from the participating parties will support the development of the statewide Workforce Competencies for Early Childhood Teachers and Directors framework.
<b>(D)(2)</b>	<ul style="list-style-type: none"> <li>• Maternal and Child Health: Early Childhood Initiatives and Program for Children with Special Health Care Needs</li> <li>• Maternal, Infant and Early Childhood Home Visitation Program</li> <li>• Community Based Child Abuse and Neglect Prevention</li> <li>• Tony Grampsas Youth Services Program</li> <li>• Child and Adult Food Care Program</li> <li>• Supplemental Nutrition Program for Women, Infants and Children</li> </ul>	Representatives from participating parties will support the development and expansion of professional development programs.

**/S/Reggie Bicha**

**October 10, 2012**

Signature (*Authorized Representative of Lead Agency*)

Date

**/S/Dr. Christopher E. Urbina**

**October 16, 2012**

Signature (*Authorized Representative of Participating State Agency*)

Date

## **MOU AGREEMENT: COLORADO DEPARTMENT OF HUMAN SERVICES AND COLORADO DEPARTMENT OF HIGHER EDUCATION**

### **MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between The Colorado Department of Human Services (“Lead Agency”) and The Colorado Department of Higher Education (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

### **III. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Guidelines;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Competencies for Early Childhood Teachers and Directors
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement within 90 days of grant award;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

## **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

## **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

#### **III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

#### **IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

#### **V. SIGNATURES**

**Authorized Representative of Lead Agency:**

**/S/Reggie Bicha** **October 10, 2012**

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Signature Date

**Reggie Bicha** **Executive Director**

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Print Name Title

**Authorized Representative of Participating State Agency:**

**/S/Joseph Garcia** **October 16, 2012**

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Signature Date

**Joseph Garcia** **Lt. Governor and Executive Director**

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Print Name Title

## EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"><li>Colorado Department of Higher Education</li></ul>	Executive support for the grant governance model and agreement to comply and support the overall program structure.
(C)(1)	<ul style="list-style-type: none"><li>Colorado Department of Higher Education</li></ul>	Representatives from the participating party will support statewide deployment of the Colorado Early Learning and Development Guidelines within the programs and services of the participating party.
(D)(1)	<ul style="list-style-type: none"><li>Colorado Department of Higher Education</li></ul>	Representatives from each participating party will directly be supporting in the development of a statewide Workforce Competencies for Early Childhood Teachers and Directors and the Early Childhood Learning Management System.
(D)(2)	<ul style="list-style-type: none"><li>Colorado Department of Higher Education</li></ul>	Representatives from each participating party will support the development and expansion of professional development programs and the Early Childhood Learning Management System.

/S/Reggie Bicha

October 10, 2012

\_\_\_\_\_  
Signature (Authorized Representative of Lead Agency)

\_\_\_\_\_  
Date

/S/Joseph Garcia

October 16, 2012

\_\_\_\_\_  
Signature (Authorized Representative of Participating State Agency)

\_\_\_\_\_  
Date

## **MOU AGREEMENT: COLORADO DEPARTMENT OF HUMAN SERVICES AND THE COLORADO GOVERNOR'S OFFICE**

### **MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding ("MOU") is entered into by and between The Colorado Department of Human Services ("Lead Agency") and The Governor's Office ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

#### **IV. ASSURANCES**

The Participating State Agency, which includes Colorado's State Advisory Council and the Office of Head Start State Collaboration, hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Guidelines;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System;
  - (d) A statewide Workforce Competencies for Early Childhood Teachers and Directors; and
  - (e) A statewide Kindergarten Entry Assessment.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**



In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement within 90 days of grant award;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

## **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

### **III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

### **IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

## V. SIGNATURES

**Authorized Representative of Lead Agency:**

**/S/Reggie Bicha**

**October 10, 2012**

---

Signature

Date

**Reggie Bicha**

**Executive Director**

---

Print Name

Title

**Authorized Representative of Participating State Agency:**

**/S/John Hickenlooper**

**October 17, 2012**

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Signature

Date

**John Hickenlooper**

**Governor**

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Print Name

Title

## EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will provide support for the grant governance model and agreement to comply and support the overall program structure. The current State Advisory Council will serve as the public-private advisory council outlined in the grant through its term of June 2013.
(B)(1)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will support the implementation of the next generation QRIS system embedded with licensing.
(B)(2)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will support the implementation of the next generation QRIS system embedded with licensing.
(B)(3)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will support the implementation of the next generation QRIS system embedded with licensing.
(B)(4)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will support the implementation of the next generation QRIS system embedded with licensing.
(B)(5)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will support the implementation of the next generation QRIS system embedded with licensing.
(C)(1)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will support the implementation of the new Colorado Early Learning and Development Guidelines.
(C)(2)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will support the expansion of the Results Matter program.
(D)(1)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will support the statewide implementation of the Workforce Competencies for Early Childhood Teachers and Directors.
(D)(2)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will support the development and expansion of professional development programs.
(E)(1)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office</li> </ul>	The Governor’s Office will support the implementation of a statewide Kindergarten Entry Assessment.

**/S/Reggie Bicha**

**October 10, 2012**

\_\_\_\_\_  
Signature (Authorized Representative of Lead Agency)

\_\_\_\_\_  
Date

**/S/John Hickenlooper**

**October 17, 2012**

\_\_\_\_\_  
Signature (Authorized Representative of Participating State Agency)

\_\_\_\_\_  
Date

**MOU AGREEMENT: COLORADO DEPARTMENT OF HUMAN SERVICES AND  
COLORADO GOVERNOR’S OFFICE OF INFORMATION TECHNOLOGY**

**MODEL PARTICIPATING STATE AGENCY  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between The Colorado Department of Human Services (“Lead Agency”) and The Colorado Governor’s Office of Information Technology (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**V. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Guidelines;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System;
  - (d) A statewide Workforce Competencies for Early Childhood Teachers and Directors; and
  - e) A statewide Kindergarten Entry Assessment.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PROJECT ADMINISTRATION**

**A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement within 90 days of grant award;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

## **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

## **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

### **III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

### **IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

### **V. SIGNATURES**

#### **Authorized Representative of Lead Agency:**

<b>/S/Reggie Bicha</b>	<b>October 10, 2012</b>
_____ Signature	_____ Date
<b>Reggie Bicha</b>	<b>Executive Director</b>
_____ Print Name	_____ Title

#### **Authorized Representative of Participating State Agency:**

<b>/S/Kristin Russell</b>	<b>October 12, 2012</b>
_____ Signature	_____ Date
<b>Kristin Russell</b>	<b>Secretary of Technology and State Chief Information Officer</b>
_____ Print Name	_____ Title

## EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> <li>Colorado Governor’s Office of Information Technology: Office of the State Chief Information Officer</li> </ul>	Executive support for the grant governance model and agreement to comply and support the overall program structure.
(B)(1)	<ul style="list-style-type: none"> <li>OIT Agency Services</li> </ul>	Representatives from OIT will provide information system contract oversight for the integration of this QRIS with other systems. This includes development of the family-centered component of the Early Childhood Data System.
(B)(2)	<ul style="list-style-type: none"> <li>OIT Agency Services</li> </ul>	Representatives from OIT will provide information system contract oversight for the integration of this QRIS with other systems.
(B)(3)	<ul style="list-style-type: none"> <li>OIT Agency Services</li> </ul>	Representatives from OIT will provide information system contract oversight for the integration of this QRIS with other systems.
(B)(4)	<ul style="list-style-type: none"> <li>OIT Agency Services</li> </ul>	Representatives from OIT will provide information system contract oversight for the integration of this QRIS with other systems.
(B)(5)	<ul style="list-style-type: none"> <li>OIT Agency Services</li> </ul>	Representatives from OIT will provide information system contract oversight for the integration of this QRIS with other systems.
(C)(2)	<ul style="list-style-type: none"> <li>OIT Agency Services</li> </ul>	Representatives from OIT will provide support for integration of the expanded Results Matter program to SLDS and relevant Colorado Department of Human Services data systems.
(D)(1)	<ul style="list-style-type: none"> <li>OIT Agency Services</li> </ul>	Representatives from OIT will provide information system contract oversight for the implementation of an Early Childhood Workforce Registry and Learning Management System as well as integration of this system with other databases.
(D)(2)	<ul style="list-style-type: none"> <li>OIT Agency Services</li> </ul>	Representatives from OIT will provide information system contract oversight for the implementation of an Early Childhood Workforce Registry and Learning Management System as well as integration of this system with other databases.
(E)(1)	<ul style="list-style-type: none"> <li>OIT Agency Services</li> </ul>	Representatives from OIT will provide information system contract oversight for the design and implementation of system integration capabilities between the Kindergarten Entry Assessment system and relevant portions of the Early Childhood Data System.

/S/Reggie Bicha

October 10, 2012

Signature (*Authorized Representative of Lead Agency*)

Date

/S/Kristin Russell

October 12, 2012

Signature (*Authorized Representative of Participating State Agency*)

Date